Welcome

Dear Undergraduate and Graduate Nursing Students,

The Faculty and Staff of the School of Nursing welcome you! Whether you are starting a new career or enhancing your professional career through further education, we look forward to working with you. The profession of nursing continues to grow in numbers and complexity in a rapidly changing world and healthcare environment. As you move through the nursing program you will be challenged to grow and to be adaptable in your nursing role whether you are beginning or continuing in our profession. The patients we care for and the society we serve deserve the very best the profession can offer and we will work toward that goal together.

Sincerely,

The Faculty and Staff of the School of Nursing
Guide to the Handbook

This Student Handbook developed by students and faculty is designed to guide you through the nursing program at San Francisco State University. The School of Nursing (SON) requires scholarship, critical thinking, ethical thinking, love of learning, a positive attitude towards peers and instructors, dedication to community service, and commitment.

The purpose of the information in this Student Handbook is to provide you with a comprehensive view of the nursing program, its policies, procedures, curriculum, and standards. As these policies, procedures, curriculum, and standards are subject to state mandates and responsive to research regarding best practice in the profession, they are subject to change.

Students are expected to read this document and will be held to its contents. The School of Nursing welcomes student and community feedback on the policies, procedures, curriculum, and standards herein. Students are also expected to adhere to changing policies and procedures (as changes in professional practice occur), the standards and guidelines in nursing syllabi, College of Health and Human Services policies and procedures and University policies and procedures. Graduate students also have a set of guidelines and directions for their work. All of this information can be found on University web sites. Please familiarize yourself with them. For a complete reading of the policy, please see the current San Francisco State University Bulletin.
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OUR MISSION

The San Francisco State University School of Nursing aims to motivate and educate undergraduate and graduate nursing students to meet the healthcare needs of individuals, families, and communities. Faculty has a passion for teaching using a rich variety of educational methods. We embrace the diversity of our student population, and are committed to educating nurses who serve diverse populations with a focus on social and environmental justice, and health equality. Furthermore, we incorporate evidence-based nursing knowledge, ethical decision-making, and sound clinical judgment into our educational paradigm. Using various educational modalities that include state of the art information technologies, students learn how to provide safe, quality patient-centered care. Our students are prepared to adapt to changing healthcare needs and environments and to serve society through civic engagement and lifelong learning.

OUR NURSING PHILOSOPHY

We foster student growth and development embracing their richly diverse cultural and ethnic backgrounds, recognizing the individual differences in learning styles and goals, and adapting support systems to help students fulfill their educational goals. Graduates of this program will collaborate with other healthcare disciplines (i.e. medicine, physical therapy, psychology, social work, and others) to provide compassionate and ethical care along the health-illness continuum throughout the lifespan. These educational endeavors affect the healthcare environment and positively influence health outcomes of individuals, families, communities and populations. We are committed to professional development of faculty, staff and students using our conceptual model, which guides our academic activities. We provide excellent nursing education and academic activities emphasizing patient-center care, patient safety, teamwork and collaboration, evidence-based practice, quality improvement, informatics, leadership and lifelong learning for the students as well as faculty and staff.

OUR GOALS

The following objectives are based on this philosophy:

- To provide curricula that reflects human diversity and encourages critical thinking, clinical judgments, and social and cultural awareness
• To provide a learning environment conducive for students with diverse learning styles and needs
• To develop clinicians, leaders, advocates and change agents to function in evolving healthcare systems
• To increase the number of nurses form underrepresented groups in nursing
• To prepare nurses who support, use and disseminate research in practice
• To serve the local and global community through faculty and student leadership, consultation research, and clinical practice

OUR CONCEPTUAL FRAMEWORK

The conceptual framework that provides the academic foundation for the nursing curriculum at the SFSU School of Nursing is based on the Quality and Safety Education for Nurses (QSEN) competencies. These concepts encompass patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety and informatics. This conceptual framework is based on the acquisition of knowledge, skills and attitudes (KSAs) required ensuring quality care and the safety of clients and families in local and global communities in a variety of healthcare systems.
NURSING: OUR DEFINITIONAL GUIDELINES

Although we all have many beliefs and opinions about nursing, nurses share a common definition and adhere to the same professional guidelines. Each U.S. state has a practice act that defines and governs the practice of nursing. The intent of this legislation and the related regulations is to assure the safety of the public. These laws and regulations set the minimum standards deemed necessary to protect the public. In addition, as with other professions, nursing organizations set standards and provide ethical guidelines for the practice of nursing. Although there are many sets of standards and practice guidelines that you will learn about in your program, we have provided you with sections of the nurse practice act for California and the Code of Ethics for nurses as these are fundamental to all that you will do in the profession.

CALIFORNIA BOARD OF REGISTERED NURSING
(www.rn.ca.gov)
NURSE PRACTICE ACT-BUSINESS AND PROFESSIONS CODE

2725. Legislative intent; Practice of nursing defined

(a) In amending this section at the 1973-74 session, the Legislature recognizes that nursing is a dynamic field, the practice of which is continually evolving to include more sophisticated patient care activities. It is the intent of the Legislature in amending this section at the 1973-74 session to provide clear legal authority for functions and procedures that have common acceptance and usage. It is the legislative intent also to recognize the existence of overlapping functions between physicians and registered nurses and to permit additional sharing of functions within organized health care systems that provide for collaboration between physicians and registered nurses. These organized health care systems include, but are not limited to, health facilities licensed pursuant to Chapter 2 (commencing with Section 1250) of Division 2 of the Health and Safety Code, clinics, home health agencies, physicians' offices, and public or community health services.

(b) The practice of nursing within the meaning of this chapter means those functions, including basic health care, that help people cope with difficulties in daily living that are associated with their actual or potential health or illness problems or the treatment thereof, and that require a substantial amount of scientific knowledge or technical skill, including all of the following:
(1) Direct and indirect patient care services that ensure the safety, comfort, personal hygiene, and protection of patients, and the performance of disease prevention and restorative measures.

(2) Direct and indirect patient care services, including, but not limited to, the administration of medications and therapeutic agents, necessary to implement a treatment, disease prevention, or rehabilitative regimen ordered by and within the scope of licensure of a physician, dentist, podiatrist, or clinical psychologist, as defined by Section 1316.5 of the Health and Safety Code.

(3) The performance of skin tests, immunization techniques, and the withdrawal of human blood from veins and arteries.

(4) Observation of signs and symptoms of illness, reactions to treatment, general behavior, or general physical condition, and (A) determination of whether the signs, symptoms, reactions, behavior, or general appearance exhibit abnormal characteristics, and (B) implementation, based on observed abnormalities, of appropriate reporting, or referral, or standardized procedures, or changes in treatment regimen in accordance with standardized procedures, or the initiation of emergency procedures. (c) "Standardized procedures," as used in this section, means either of the following:

(1) Policies and protocols developed by a health facility licensed pursuant to Chapter 2 (commencing with Section 1250) of Division 2 of the Health and Safety Code through collaboration among administrators and health professionals including physicians and nurses.

(2) Policies and protocols developed through collaboration among administrators and health professionals, including physicians and nurses, by an organized health care system which is not a health facility licensed pursuant to Chapter 2 (commencing with Section 1250) of Division 2 of the Health and Safety Code.

The policies and protocols shall be subject to any guidelines for standardized procedures that the Division of Licensing of the Medical Board of California and the Board of Registered Nursing may jointly promulgate. If promulgated, the guidelines shall be administered by the Board of Registered Nursing.

(d) Nothing in this section shall be construed to require approval of standardized procedures by the Division of Licensing of the Medical Board of California, or by the Board of Registered Nursing.

(e) No state agency other than the board may define or interpret the practice of nursing for those licensed pursuant to the provisions of this chapter, or develop standardized procedures or protocols pursuant to this chapter, unless so authorized by this chapter, or specifically required under state or federal statute. "State agency" includes every state office, officer, department, division, bureau, board, authority, and commission.
(Added Stats 1939 ch 807 § 2. Amended Stats 1968 ch 348 § 1; Stats 1974 ch 355 § 1, ch 913 § 1; Stats 1978 ch 1161 § 172; Stats 1980 ch 406 § 1; Stats 1989 ch 886 § 52; Stats 1995 ch 279 § 15 (AB 1471); Stats 1996 ch 124 § 2 (AB 3470). Amended Stats 2003 ch 640 § 5 (SB 358).)

2725.1. Dispensation of drugs or devices by registered nurse

Notwithstanding any other provision of law, a registered nurse may dispense drugs or devices upon an order by a licensed physician and surgeon if the nurse is functioning within a licensed clinic as defined in paragraphs (1) and (2) of subdivision (a) of Section 1204 of, or within a clinic as defined in subdivision (b) or (c) of Section 1206, of the Health and Safety Code.

No clinic shall employ a registered nurse to perform dispensing duties exclusively. No registered nurse shall dispense drugs in a pharmacy; keep a pharmacy, open shop, or drugstore for the retailing of drugs or poisons. No registered nurse shall compound drugs. Dispensing of drugs by a registered nurse, except a certified nurse-midwife who functions pursuant to a standardized procedure or protocol described in Section 2746.51 or a nurse practitioner who functions pursuant to a standardized procedure described in Section 2836.1, or protocol, shall not include substances included in the California Uniform Controlled Substances Act (Division 10 (commencing with Section 11000) of the Health and Safety Code). Nothing in this section shall exempt a clinic from the provisions of Article 13 (commencing with Section 4180) of Chapter 9.

2729. Services by student nurses

Nursing services may be rendered by a student when these services are incidental to the course of study of one of the following:

(a) A student enrolled in a board-approved prelicensure program or school of nursing.

(b) A nurse licensed in another state or country taking a board-approved continuing education course or a post licensure course.

(Added Stats 1939 ch 807 § 2. Amended Stats 1953 ch 1174 § 4; Stats 1978 ch 212 § 1, effective June 6, 1978.)
The ANA Code of Ethics outlines principles of professional nursing behavior. Policies, procedures and programs are in place to support and assure adherence to the Code of Ethics.

1) The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

2) The nurse's primary commitment is to the patient, whether an individual, family, group, or community.

3) The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

4) The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.

5) The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal professional growth.

6) The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7) The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

8) The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9) The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

ACADEMIC NURSING PROGRAMS OFFERED

BACHELOR OF SCIENCE IN NURSING

- **Entry level:** pre-licensure for entry into the nursing profession
- **Advanced placement:** for RNs without a baccalaureate degree

MASTER OF SCIENCE

**Generic Master in Science in Nursing (GMSN):** for students with a baccalaureate degree in another field; pre-licensure and graduate specialization components in administration, adult acute care, pediatrics, women’s health, and community public health (program is presently suspended for financial reasons).

**BSN returning for an MSN**

- 1) Clinical nurse specialist (CNS): may emphasize Adult, Women’s health, Pediatrics, Geriatric populations or Community Health perspective
- 2) Administrative Nursing: learning the administrative role in health care
- 3) Family Nurse Practitioner: learning primary care across the life-span

**MSN returning for Post-masters certificate:** for nurses with masters’ or doctoral degrees who wish to learn nursing in the primary care role.

ACCREDITATION AND AFFILIATIONS

The School of Nursing is approved by the California Board of Registered Nursing (BRN) and is accredited by the Commission on Collegiate Nursing Education (CCNE). The School of Nursing is a member of the American Association of Colleges of Nursing (AACN), the National League for Nursing (NLN), the California Association of Colleges of Nursing (CACN)
PROGRAM SCOPE

At the baccalaureate level, the program provides the basis for professional nursing practice, service and leadership and for pursuing life-long learning including graduate education. Students in the masters program prepare for professional roles in practice, administration, education and research. The masters program is designed to meet the critical need for qualified nurse leaders and advanced practice nurses in primary care, acute and chronic care, long term care, home care, and community/public health. Per California State regulations, an LVN 30 unit option is available but only offered on a space available basis. As the program is impacted, we are not often able to accommodate such students.

There are approximately 300 undergraduate students and 200 masters students enrolled in the School who represent the diversity of the community we serve.

CAREER OUTLOOK

The Bachelor of Science degree prepares students for entry-level positions in professional nursing practice. Graduates are prepared to take a national licensure examination to become generalist registered nurses. They may find positions in maternity, pediatrics, medical-surgical nursing, gerontology, psychiatric/mental health, community health, long-term care and home-care. Some of these specialty areas provide more specific education by the employer at the hiring time in the form of a new graduate program. For RNs from ADN programs, the Bachelor of Science degree builds upon previous nursing education and experience for professional role development. The BSN graduate is also eligible for Public Health Nursing Certification in California upon licensure as a registered nurse.

Master of Science graduates provide leadership and expertise in a variety of settings as expert clinicians, administrators/managers, teachers and researchers assuring health and healthcare for people of all ages. Clinical nurse specialists, as expert clinicians, usually serve patient populations in acute, chronic, and inpatient settings. Graduates of the nursing administration emphasis hold positions in nursing management, administration, and as entrepreneurs across a variety of health care settings. Graduates of the community public health emphasis have positions as managers, program planners, and case managers for specific at-risk populations in community and public health settings. Graduates prepared as family nurse practitioners hold positions in a variety of primary care and hospital clinic and service settings. Graduates of all emphases are eligible for positions in program planning and evaluation and serve as clinical faculty for schools of nursing. The master's curriculum meets the requirements
for entry into nursing education at the doctoral level. Non-nurses who enter the master's program are able to take the national registered nurse licensure examination (NCLEX) upon completion of the pre-licensure component of their course of study, which is usually after the 5th semester.

**BACHELOR OF SCIENCE IN NURSING CURRICULUM:**
Please note changes for students entering the nursing program in the fall of 2013

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BACHELOR OF SCIENCE FOR RNS
(ADVANCED PLACEMENT OPTION [APO] PROGRAM)

The APO program is for junior transfer students only. These students have satisfied a minimum of 60 semester units, including all lower division GE requirements. These students have also completed all required nursing pre-licensure courses. This roadmap reflects only those courses that APO program students take in residence at San Francisco State University. Student accepted into the APO program receive 20 units of upper division nursing credit for successfully passing the NCLEX-RN licensure exam.

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<td>Major (Professional Practice Concepts Practicum)</td>
<td>NURS 559</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division General Education</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Semester Total</td>
<td>9</td>
</tr>
</tbody>
</table>

Notes: A minimum of 40 upper division units must be completed for degree. The 20 units of upper division nursing credits that are received on admission to the program are included in the calculation of units required for degree completion. Consult with department regarding which courses are offered once a year.
BSN PROGRAM OBJECTIVES
BACHELOR OF SCIENCE IN NURSING TERMINAL OBJECTIVES

Students completing the BSN program will achieve the School of Nursing’s BSN Expected Student Learning Outcomes as outlined below:

1. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.
2. Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
3. Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
4. Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
5. Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.
6. Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

Evaluation of student achievement of the School of Nursing’s BSN Expected Student Learning Outcomes is required by both agencies that accredit the School of Nursing, the California Board of Registered Nursing and the Commission on Collegiate Nursing Education.
MASTER OF SCIENCE IN NURSING

The School of Nursing provides masters level educational opportunities for registered nurses and individuals with bachelor’s degree in other fields that wish to enter the nursing profession. Registered nurses with bachelor’s degrees in nursing can enter the master’s program by demonstrating they have met nursing content comparable to that in the SF State baccalaureate program. RNs without a nursing bachelor’s degree may need additional nursing coursework such as community health and research. The School offers the nursing Master of Science degree for RNs at the SF State campus and partner hospital locations on the Peninsula. Individuals who are not nurses but have a bachelor’s degree unrelated to nursing may apply to the generic nursing Master of Science program. Upon completion of undergraduate course work the students take a national licensing exam (NCLEX) to become a registered nurse in California. Students must be licensed to progress with graduate level studies. In addition, to the master’s degrees, RN’s who already hold master’s degrees may apply to the Family Nurse Practitioner (FNP) certificate program (graduate level coursework).

The master’s level curriculum includes core courses. The core courses, the portion of the program for all students, include pathophysiology, epidemiology and biostatics, research, education, health policy, program planning and finance and ethics for advanced practice nurses. Clinical classes will include experiences with the population of their choice i.e. Adults, pediatrics, women’s health etc. Students are engaged in clinical practice experiences throughout the curriculum and complete their studies with a thesis or field study.

Please note that students taking FNP certificate courses and students in the group taking courses at partner hospitals will take courses through the College of Extended Learning and have a different enrollment processes.

WRITTEN ENGLISH PROFICIENCY REQUIREMENT
Level One: requirement is satisfied at the time of application by scoring a 4 or above on the Analytical Writing section of the GRE and completion of the level one GWAR course (N312).

MASTER OF SCIENCE IN NURSING CURRICULUM

<table>
<thead>
<tr>
<th>1st Semester Requirements</th>
<th>Recommended Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major (Advanced Pathophysiology and Diagnostic Reasoning I)</td>
<td>NURS 716</td>
<td>3</td>
</tr>
<tr>
<td>Major (Epidemiology and Biostatics)</td>
<td>NURS 720</td>
<td>3</td>
</tr>
<tr>
<td>Major (Health Care Policy and Nursing Leadership)</td>
<td>NURS 706</td>
<td>3</td>
</tr>
<tr>
<td>Major (Advanced Physical Assessment Across the Life Span)</td>
<td>NURS 711</td>
<td>3</td>
</tr>
<tr>
<td>Semester Total</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>
### 2nd Semester Requirements

| Major (Advanced Pathophysiology and Diagnostic Reasoning II) | NURS 717 | 3 |
| Major (Pharmacological Principles Across the Life Span) | NURS 715 | 3 |
| Major (Research and Evidence-based Practice in Nursing) | NURS 794 | 3 |
| Major (Ethics in Advanced Nursing Practice) | NURS 732 | 3 |
| **Semester Total** | **12** | |

### 3rd Semester Requirements

| Major (Graduate Nursing Practicum I) | NURS 801 | 4 |
| Major (Program Planning and Financial Management in Nursing Practice) | NURS 721 | 3 |
| Major (Health Systems Management) | NURS 702 | 3 |
| **Semester Total** | **10** | |

### 4th Semester Requirements

| Major (Graduate Nursing Practicum II) | NURS 802 | 4 |
| Major (Principles of Education and Use of Information Technologies in Nursing) | NURS 703 | 3 |
| Major (Applied Research in Nursing or Master’s Thesis) | NURS 895 or NURS 898 | 3 |
| **Semester Total** | **10** | |

### EMPHASES IN THE MASTER OF SCIENCE

**Clinical Nurse Specialist (CNS):** This emphasis offers the graduate student the opportunity to take additional courses for certification by the California Board of Registered Nursing (BRN). The CNS is an advanced practice nurse holding a master’s degree with a specific area of clinical nursing specialization in their clinical classes such as adult acute care, critical care, chronic care, women’s health or pediatrics.

Nursing Administration: This emphasis enables students to combine the nursing perspective and principles of business to become effective and successful managers and administrators. Courses may also be taken in the College of Business with the advice and approval of the adviser.

Community/Public Health Nursing: This clinically focused emphasis prepares nurses to develop, implement, manage, and evaluate health promotion programs and services for vulnerable populations in urban communities.

Family Nurse Practitioner Concentration: The Family Nurse Practitioner (FNP) concentration requires 42 units for a total of 600 clinical hours and is designed to prepare FNP’s for primary care practice. This roadmap reflects courses that student in the FNP Concentration take in residence at San Francisco State University.

<table>
<thead>
<tr>
<th>1st Semester Requirements</th>
<th>Recommended Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major (Advanced Pathophysiology and Diagnostic Reasoning I)</td>
<td>NURS 716</td>
<td>3</td>
</tr>
<tr>
<td>Major (Epidemiology and Biostatistics)</td>
<td>NURS 720</td>
<td>3</td>
</tr>
<tr>
<td>Major (Diagnosis and Management in Primary Care)</td>
<td>NURS 708</td>
<td>4</td>
</tr>
<tr>
<td>Semester Requirements</td>
<td>Recommended Course</td>
<td>Units</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
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<td>-------</td>
</tr>
<tr>
<td><strong>1st Semester Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major (Advanced Physical Assessment Across the Life Span)</td>
<td>NURS 711</td>
<td>3</td>
</tr>
<tr>
<td>Semester Total</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td><strong>2nd Semester Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major (Advanced Pathophysiology and Diagnostic Reasoning II)</td>
<td>NURS 717</td>
<td>3</td>
</tr>
<tr>
<td>Major (Pharmacological Principles Across the Life Span)</td>
<td>NURS 715</td>
<td>3</td>
</tr>
<tr>
<td>Major (Research and Evidence-based Practice in Nursing)</td>
<td>NURS 794</td>
<td>3</td>
</tr>
<tr>
<td>Major (Family Nursing Practitioner Practicum I)</td>
<td>NURS 810</td>
<td>4</td>
</tr>
<tr>
<td>Semester Total</td>
<td></td>
<td>13</td>
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<tr>
<td><strong>3rd Semester Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major (Family Nursing Practitioner Practicum II)</td>
<td>NURS 811</td>
<td>4</td>
</tr>
<tr>
<td>Major (Program Planning and Financial Management in Nursing Practice)</td>
<td>NURS 721</td>
<td>3</td>
</tr>
<tr>
<td>Major (Professional issues and Nurse Practitioner Skills)</td>
<td>NURS 804</td>
<td>3</td>
</tr>
<tr>
<td>Major (Health Care Policy and Nursing Leadership)</td>
<td>NURS 706</td>
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<td>Semester Total</td>
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<tr>
<td><strong>4th Semester Requirements</strong></td>
<td></td>
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</tr>
<tr>
<td>Major (Family Nursing Practitioner Practicum III)</td>
<td>NURS 812</td>
<td>4</td>
</tr>
<tr>
<td>Major (Principles of Education and Use of Information Technologies in Nursing)</td>
<td>NURS 703</td>
<td>3</td>
</tr>
<tr>
<td>Major (Culminating Experience in Nursing Master’s Thesis)</td>
<td>NURS 895 or NUR 898</td>
<td>3</td>
</tr>
<tr>
<td>Major (Ethics in Advanced Nursing Practice)</td>
<td>NURS 732</td>
<td>3</td>
</tr>
<tr>
<td>Semester Total</td>
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<td>13</td>
</tr>
</tbody>
</table>

**ADVANCEMENT TO CANDIDACY**

The student must resolve any admission conditions as soon as possible after beginning the graduate program. The Advance to Candidacy (ATC) should be completed and filed in the Division of Graduate Studies after the student has completed 24 units. The Proposal for Culminating Experience form must be completed and filed before he/she enrolls in the culminating experience course, either NURS 895 or 898.

**GENERIC MASTER OF SCIENCE DEGREE IN NURSING**

Qualified applicants are accepted into the generic nursing Master of Science program conditionally. They may enroll in one graduate course in the fourth semester of the pre-licensure course work. Prior to enrolling in NURS 802, students must have successfully completed all pre-licensure prerequisites, pre-licensure courses, and must attain status as a registered nurse in California (successful completion of the NCLEX exam). By School of Nursing policy, all graduate work must be completed within 5 years after beginning the first graduate class in level 4.
<table>
<thead>
<tr>
<th>Pre-licensure Nursing Courses</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
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</tr>
<tr>
<td>NURS 311 Health Assessment</td>
<td>3</td>
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<tr>
<td>NURS 312 Foundations in Nursing Theory</td>
<td>3</td>
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<tr>
<td>NURS 313 Foundations in Nursing Practicum</td>
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<tr>
<td>NURS 314 Nursing Interventions Practicum</td>
<td>2</td>
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<tr>
<td>NURS 315 Pharmacology</td>
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<tr>
<td>NURS 316 Health Assessment Skills Lab</td>
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<td><strong>Total</strong></td>
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<tr>
<td><strong>Second Semester</strong></td>
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<tr>
<td>NURS 321 Pathophysiology</td>
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<tr>
<td>NURS 322 Medical Surgical Nursing Theory</td>
<td>3</td>
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<tr>
<td>NURS 323 Medical Surgical Nursing Practicum</td>
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<tr>
<td>NURS 324 Geriatric Nursing Theory</td>
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<td><strong>Total</strong></td>
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<tr>
<td><strong>Third Semester</strong></td>
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<tr>
<td>NURS 334 Maternity Nursing Theory</td>
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<td>NURS 335 Maternity Nursing Practicum</td>
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<tr>
<td>NURS 336 Pediatric Nursing Theory</td>
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<td>NURS 337 Pediatric Nursing Practicum</td>
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<tr>
<td>NURS 338 Nursing Research</td>
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<table>
<thead>
<tr>
<th>Pre-Licensure Level 4 Classes &amp; MSN Requirements</th>
<th>Recommended Course</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>Major (Psychiatric/Mental Health Nursing Theory)</td>
<td>NURS 444</td>
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<tr>
<td>Major (Psychiatric/Mental Health Nursing Practicum)</td>
<td>NURS 445</td>
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<tr>
<td>Major (Community/Public Health Nursing Theory)</td>
<td>NURS 446</td>
<td>3</td>
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<tr>
<td>Major (Community/Public Health Nursing Practicum)</td>
<td>NURS 5447</td>
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</tr>
<tr>
<td>Major (Epidemiology and Biostatistics)</td>
<td>NURS 720</td>
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<tr>
<td><strong>Semester Total</strong></td>
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<table>
<thead>
<tr>
<th>Pre-Licensure Level 5 Classes &amp; MSN Requirements</th>
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<tbody>
<tr>
<td>Major (Leadership Theory)</td>
<td>NURS 556</td>
<td>3</td>
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<tr>
<td>Major (Capstone Practicum)</td>
<td>NURS 557</td>
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<tr>
<td>Major (Advanced Pathophysiology and Diagnostic Reasoning I)</td>
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<td>3</td>
</tr>
<tr>
<td>Major (Health Care Policy and Nursing Leadership)</td>
<td>NURS 706</td>
<td>3</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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</tr>
<tr>
<td>Major (Advanced Physical Assessment Across the Life Span)</td>
<td>NURS 711</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
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<table>
<thead>
<tr>
<th><strong>3rd Semester of MSN Requirements</strong></th>
<th><strong>Recommended Course</strong></th>
<th><strong>Units</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Major (Principles of Education and Use of Information Technologies in Nursing)</td>
<td>NURS 703</td>
<td>3</td>
</tr>
<tr>
<td>Major (Pharmacological Principles Across the Life Span)</td>
<td>NURS 715</td>
<td>3</td>
</tr>
<tr>
<td>Major (Advanced Pathophysiology and Diagnostic Reasoning II)</td>
<td>NURS 717</td>
<td>3</td>
</tr>
<tr>
<td>Major (Research and Evidence-based Practice in Nursing)</td>
<td>NURS 794</td>
<td>3</td>
</tr>
<tr>
<td>Major (Graduate Nursing Practicum I)</td>
<td>NURS 801</td>
<td>4</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
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<table>
<thead>
<tr>
<th><strong>4th Semester of MSN Requirements</strong></th>
<th><strong>Recommended Course</strong></th>
<th><strong>Units</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Major (Health Systems Management)</td>
<td>NURS 702</td>
<td>3</td>
</tr>
<tr>
<td>Major (Program Planning and Financial Management in Nursing Practice)</td>
<td>NURS 721</td>
<td>3</td>
</tr>
<tr>
<td>Major (Ethics in Advanced Nursing Practice)</td>
<td>NURS 732</td>
<td>3</td>
</tr>
<tr>
<td>Major (Graduate Nursing Practicum II)</td>
<td>NURS 802</td>
<td>4</td>
</tr>
<tr>
<td>Major (Applied Research in Nursing or Master’s Thesis)</td>
<td>NURS 895 or NUR 898</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>16</strong></td>
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</table>

**FAMILY NURSE PRACTITIONER CERTIFICATE**

The Family Nurse Practitioner (FNP) Certificate allows masters and doctoral prepared nurses to attain certification as an FNP in the State of California after completing 30 units of post-graduate work. Completion of the certificate verifies to the California Board of Registered Nursing that the students satisfy all requirements for licensure as family nurse practitioners. The program also provides documentation to professional organizations that all requirements for national certification examinations were completed. The certificate program includes the courses listed under the concentration in family nurse practitioner and additional courses selected in consultation with an adviser.

**MASTER’S PROGRAM LEARNING OUTCOMES**

Students completing the MSN program will achieve the School of Nursing’s MSN Expected Student Learning Outcomes as outlined below:

- Applies and integrates broad organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services.
- Demonstrates nursing and inter-professional collaboration that facilitates open communication, mutual respect, and shared decision-making to achieve quality patient care.
• Creates collaborative programs and educational approaches that address health promotion and disease prevention needs of culturally-ethnically diverse individuals and populations.
• Demonstrates a professional leadership role to promote quality and safe clinical patient care that incorporates ethical and critical decision-making approaches, fiscal accountability, effective working relationships, and systems perspectives.
• Assimilates nursing knowledge and expertise through research utilization, informatics literacy, and generates educational, leadership, or clinical approaches to advance professional nursing practice.
• Utilizes information technology to communicate effectively, manage knowledge, mitigate error, and to support decision-making.
• Designs evaluation strategies for nursing care outcomes to assess, manage, and determine resource allocation for evaluation of nursing care outcomes.
• Evaluate methods, tools, performance measures, and standards related to quality improvement within a healthcare organization.
• Applies research outcomes within the practice setting to resolve identified practice problems.
• Organizes interventions at the health care system level utilizing policy development processes, economic principles, and employing advocacy strategies to influence health and health care services for individuals, families, aggregates/identified diverse populations and communities.
PROGRAM POLICIES

Policies are meant to delineate and clarify the rules and processes for various regulations that govern the School of Nursing. These regulations may originate at the university level, college level and/or School of Nursing Level. They may be mandated by the BRN and/or by our accrediting body, CCNE. Below are some of the governing policies that directly affect the students of the School of Nursing. They are:

CLINICAL REQUIREMENTS

To protect the health of their patients, coworkers, and themselves students must adhere to professional guidelines including those specific to each hospital/agency where they are having a clinical experience. Prior to attending any clinical experience, annually or when health conditions change, students:

1. Must meet all hospital/agency health requirements including immunizations.
2. Must have background checks and, and for some agencies, fingerprinting.
3. Failure to meet agency requirements will result in the student’s exclusion from the clinical setting (see attendance policy).
4. Are expected to dress in a professional manner as defined by the course faculty and the agency.
5. Must wear identification, provided by the agency or the School of Nursing, at all times in the clinical setting.
6. Demonstrate specific mental and physical abilities to successfully participate in the practice experience and provide safe, competent patient care. These abilities include: physical, emotional, cognitive and behavioral skills as reflected in the clinical course requirements. All students in the School of Nursing are expected to demonstrate these abilities and successfully complete other course requirements.
7. The evaluation of the student’s ability to deliver safe, competent care is assessed by the faculty of record of each course.
8. In carrying out the nondiscrimination policy of the University, the School of Nursing will endeavor to make reasonable accommodations for students with disabilities. Requests for accommodation are evaluated by SF State’s Disability Programs and Resource Center that will provide the School of Nursing with recommendations for student accommodations.

PROGRESSION THROUGH THE UNDERGRADUATE NURSING PROGRAM

Background: The School of Nursing at San Francisco State University prepares students to be safe, competent and excellent professional nurses who are accountable for their
practice. As nurses are expected to adhere to regulatory standards (Board of Registered Nursing- BRN) and those set forth in the ANA Code for Nurses, students are expected to adhere to professional standards as they begin their professional journey. Professional behavior is expected in the classroom, laboratory and clinical settings. Students are expected to abide by University, College of Health and Social Sciences and School of Nursing policies and procedures as well as individual faculty requirements (as described in course syllabi).

**Purpose:** This policy clarifies the standards to which prelicensure/undergraduate students are held throughout their experience in the School of Nursing. This policy applies to nursing students enrolled in any baccalaureate level course(s) including generic master’s students, advanced placement option students and the baccalaureate nursing programs located on campus at the remote locations.

**Policies:** All students entering the pre-licensure/undergraduate portion of the nursing major are expected to be familiar with and follow these polices. Students are encouraged to discuss their concerns with appropriate faculty and their advisors.

A. **Clinical practice:**

1. Classroom, laboratory and other clinical experiences are an essential component of the learning experience. Attendance is required at both on and off-site clinical experiences (clinical settings, laboratories, etc.); students are expected to come on time and complete the required hours unless excused by faculty of record. Faculty will determine whether or not alternative assignments can be used to meet clinical requirements. Clinical absences may jeopardize the student’s ability to achieve the course objectives and thus successfully complete the clinical course. Students are responsible for notifying the faculty and agency of tardiness or absences when they cannot be avoided.

2. **Attendance:** All pre-licensure/undergraduate nursing students must attend all scheduled clinical days. Missed clinical days cannot be made up. Clinical faculty will document missed clinical days and the documentation will be placed in the student’s academic file. At the discretion of the faculty for the clinical course, students may be excused from a clinical day for the following reasons: 1) illness with a doctor’s excuse, 2) family emergency with documentation or 3) other legitimate reason for missing clinical (determined by clinical faculty). One unexcused missed clinical day may result in a lowering of the course grade by a full letter grade. Two unexcused missed clinical days may result in failure to pass the course. Unexcused late arrival or leaving early without permission of the clinical faculty constitutes unprofessional behavior. Clinical faculty will document instances of late arrival or leaving early and advise students about the behavior. Documentation of the advisement will be placed in the student’s academic file (See the clinical classes’ attendance policy).
3. Students must meet health requirements, background checks and other preclinical requirements prior to beginning the clinical rotation. Students who do not complete these requirements will be excluded from the clinical setting (see attendance policy above).

4. Students are expected to dress in a professional manner as defined by the course faculty and the agency. Identification, provided by the agency or the School of Nursing, must be worn at all times in the clinical setting.

5. To successfully meet the clinical practice expectations of the nursing program, students must demonstrate specific abilities to successfully participate in the practice experience and provide safe, competent patient care. These abilities include: physical, emotional, cognitive and behavioral skills as reflected in the clinical course requirements. All students in the School of Nursing are expected to demonstrate these abilities and successfully complete other course requirements. The evaluation of the student’s ability to deliver safe, competent care is assessed by the faculty of record of each course. In carrying out the nondiscrimination policy of the University, the School of Nursing will endeavor to make reasonable accommodations for students with disabilities. Requests for accommodation are evaluated by SF State’s Disability Programs and Resource Center that will provide the School of Nursing with recommendations for student accommodations.

6. At each level of the baccalaureate program, students are expected to pass metrology tests to demonstrate their competency with medication calculations. Prior to each clinical rotation, metrology tests must be completed and passed with at least a minimum score of 85%. Three attempts will be allowed.

7. A breach of ethical behavior related to the course of study through the SON will not be tolerated and will consequentially jeopardize the students’ ability to continue their position in the SON. A breach of ethical behavior includes, but is not limited to, such behaviors as cheating on exams, stealing or copying exams physically or electronically, plagiarism, claiming faculty identity etc.

B. Academic Standards
1. Students are responsible for monitoring their own academic and clinical performance and are expected to consult with their faculty and advisor for guidance. In addition, students are expected to adhere to University policies and procedures related to academic performance and conduct.

2. Student must receive a grade of at least a C- in all nursing courses. A student in the pre-licensure portion of the GMSN program must have a C or better which is the standard for all graduate students. A grade of less than C- or NC (no credit) is unacceptable grade and the student will not be allowed to continue in the program until the student petitions for readmission and is allowed to repeat the course. If permitted, the student may retake the course only once. The course must be taken at SF State University.
3. By university policy, all level 1 writing courses (GWAR) must be passed with a grade of C or better.

4. The School of Nursing adheres to the university policy regarding decisions about taking courses as Credit/No Credit. (http://www.sfsu.edu/~bulletin/current/grading.htm)

5. Students may elect to withdraw from a course, courses or the program but will forfeit a guaranteed place in the program. To withdraw, a letter should be sent to the Director of the School of Nursing. School and University withdrawal policies must be followed.

6. Students who withdrew from a course, courses or the program for any reason or have failed a course and wish to reenter, must petition for readmission by completing the petition for readmission form (available on the SON web site). The reinstatement requests will be evaluated by the Student Affairs Committee and the chair of the committee will inform the director of the Student’s Affairs Committee’s decision. If the student is not re-instated and disagrees with the decision of the Student Affairs Committee, the student may request an Academic Review Committee (ARC) to be formed and the student will have the ability to speak to the reasons for dismissal and to reasons why they feel they should be reinstated. The ARC’s decision is final.

7. Readmission into the program will be made on a space available basis; priority will be given to students in the following order: a) continuing students in good standing; b) students in good academic standing who withdrew for one semester for personal or health reasons; and c) students who were dismissed for academic reasons.

8. Students, who receive two grades of less than a C- in nursing courses (two separate courses or a course that is repeated) or C if a GMSN student, will be disqualified and thus, dismissed from the program. They may not apply for readmission to any of the entry level nursing programs.

9. Students are expected to adhere to professional and ethical guidelines as identified in the individual course syllabi. Students may be dismissed from a course and the program if they behave unprofessionally. Examples of unprofessional behavior that may result in course failure or dismissal from the program include: academic dishonesty, falsification of patient records, HIPAA violations, failure to adhere to safe nursing practice principles (infection control and medication administration for example), inability to recognize own limitations and failure to seek appropriate direction, guidance or support in a timely manner (especially sensitive patient situations), inadequate preparation for clinical responsibilities, dishonest communications with clients, families, faculty or agency personnel, denying responsibility for one’s actions and participation in actions that may jeopardize the safety of patients, peers, faculty and others in the clinical setting or classroom.
10. Students will be dismissed from the clinical experience immediately if, in the professional judgment of the faculty member, the student has demonstrated unsafe practice or exhibited unprofessional behavior. The faculty member will immediately notify the Director of the School of Nursing of the action taken. The evaluation of the student’s ability to deliver safe, competent care is assessed by the faculty of record who, in collaboration with the Director of the School of Nursing or designee, will determine the effect of the student’s dismissal for the clinical experience on the student’s grade and status in the program.

Amended and approved by faculty 5/27/09
Revised by SAC and approved by faculty 11.07.12

PROFESSIONAL BEHAVIOR OF NURSING STUDENTS POLICY

Background: One of the goals of nursing education is to begin the socialization of nursing students to professional nursing practice. Nursing practice is guided by standards of professional behavior and a code of ethics, which nursing students are expected to learn. Further, nursing students are expected to demonstrate professional behavior in any school-related setting. Nursing students will demonstrate professional behaviors including appearance, demeanor, respect for self and others, and knowledge of professional boundaries (with patients, their families, other caregivers, and community members) by meeting the objectives listed below (which were derived from several sources listed at the end of this document). In addition to other course objectives and requirements specific to a given course, students are expected to meet each professional behavior objective listed below in order to pass a nursing course.

Purpose: Ensure that nursing students demonstrate behaviors that are conducive to learning, and become socialized to the professional standards of nursing conduct.

Procedure:
1. Demonstrates Professional Behavior:
   a. Avoids the use of profane language.
   b. Assumes accountability for one’s self and one’s nursing practice including assuming responsibility for one’s actions and behaviors, including civility.
   c. Is respectful to peers, staff, faculty and inter-disciplinary team members in all manners of communication.
   d. Does not harass or threaten other students, faculty, members of the healthcare team, or patients.
   e. Does not show disregard for the effect of one’s actions on others.
   f. Collaborates collegially with others to provide quality nursing care.
g. Clearly and directly communicates, in writing and verbally, with instructor, clinical instructor and advisors when the student is experiencing difficulties that affect coursework.

h. Concerns are addressed directly, through a sequential chain of command i.e. instructor, advisor, level coordinator, director.

i. Appears for clinical assignments in appropriate dress consistent with School of Nursing and/or agency dress code, with proper identification (name pin and SFSU badge).

j. Presents a professional appearance with regard to neatness and personal hygiene.

k. Arrives at the clinical setting on time and notifies staff or instructor when leaving or returning to setting.

l. Notifies clinical agency and/or instructor in a timely manner when unable to report to the clinical site.

m. Notifies instructor of any conditions that would limit the ability to perform safe, effective nursing care.

n. Does not report for clinical under the influence of alcohol and/or mind altering drugs.

o. Does not discriminate against clients on the basis of gender, race/ethnicity, age, religion, national origin, physical disability, sexual identity, gender identity, citizenship, or disease entity.

p. Delivers care in a non-judgmental way.

2. Provides Safe Care Based on Scientific Principles:

   a. Demonstrates adequate preparation for clinical responsibilities (e.g. Nursing Care Plan).
   b. Prepares for client care by acquiring theory and knowledge essential to specific nursing care of assigned clients (e.g., prepare drug cards, calculate drug dosages, describe treatment, look up procedures, etc.).
   c. Implements safe care based on scientific principles, (e.g., asepsis, protection from physical and psychological injury, correct medicine administration).

3. Demonstrates Ethical Behavior:

   a. Maintains confidentiality of all client, family, and agency information in accordance with HIPAA. Complies with mandatory reporting.
   b. Informs instructor or staff of any unsafe practices observed in any school-related setting.
   c. Refrains from, and reports any incidences of, cheating, plagiarism, or any other form of dishonesty.
   d. Adheres to Title V, Article 2, section 41301 (Standards for Student Conduct) and all other SFSU policies regarding student conduct.

*Failure to meet one or more of the objectives may constitute grounds for failing and dismissal from the major.*
References (citations from other on-campus sources and/or best practice):

• SFSU SON Student Handbook, 2011
• American Nurses Association (2004). Nursing Scope and Standards ANA: Silver Springs MD.
• CCNE (2008). Essentials of Baccalaureate Nursing Education
• Board of Registered Nursing Policies related to nursing programs 8.8.1, 8.12
• Faculty Manual Cheating and Plagiarism
  http://www.sfsu.edu/~vpsa/conduct/standards.html

STUDENT BACKGROUND CHECK POLICY

Background: Many clinical sites utilized by the School of Nursing for pre-licensure and graduate students require background checks of students prior to the beginning of any clinical work at the site. To assure that students will be successfully placed at clinical sites during their tenure in the School of Nursing, background checks of pre-licensure and graduate students will be completed. The School of Nursing does not manage this process and it is the responsibility of each student to obtain the background check and share the results of the check with each clinical agency during their tenure in the nursing major.

Purpose: The purpose of this policy is to describe the procedure within the School of Nursing for obtaining and handling the results of background checks of pre-licensure students.

Procedure:
1. All students entering the nursing major will be required to have background checks done by an agency (hereafter known as “the agency”) contracting with the School of Nursing to provide the service prior to beginning their first semester of the nursing major. Students will be informed as to which agency to contact to have the background check performed. Those students not obtaining the background check prior to the beginning of the semester may be dismissed from the major.
2. Each student is responsible for paying for the background check per the payment policies of the agency.
3. The agency will provide any information to the School of Nursing.
4. Pre-licensure students will not be denied placement in theory courses based on the results of a background check. However, if a clinical agency refuses to allow the student to do their clinical work at the agency and no other clinical sites are
available or willing to accommodate the student, the student will be asked to withdraw from the nursing major.

5. Students may appeal dismal from the nursing major by filing a formal appeal with the School of Nursing Student Affairs Committee.

Approved by Faculty 10.3.12

CHALLENGING/WAIVER/COURSE SUBSTITUTION POLICY

Background: Students may wish to challenge or waive course requirements based on previous courses or experience. These students may include Associate Degree and Diploma RNs interested in obtaining a BSN or higher degree, generic MSN students who are non-nurses with a baccalaureate or higher degree in another field, and transfer students from other undergraduate or graduate nursing programs.

Purpose: Specify the procedure for students who are eligible to challenge or waive course requirements in nursing to assure that the student has appropriate knowledge and competence to proceed in the program, future practice and educational pursuits.

Procedure:

1) Waiver (credit for previous courses taken)

a. Students wishing to waive courses already completed from another undergraduate nursing program must confer with the instructor of the course, the content expert of the level and their advisor. It is the student’s responsibility to provide the content expert of the level with complete documentation of previous course taken which should include transcripts, course syllabus, assignments, and other materials the content expert may request.

b. The course that is requested to provide waiver credit must have been taken within the five years.

c. Students wishing to waive courses already completed from another graduate nursing program must comply with the Graduate Course Waiver Policy.

d. Advanced Placement Option (APO) students wishing to waive courses already completed must confer with the instructor of the course, content expert of the level and their advisor. It is the student’s responsibility to provide them with all appropriate course materials.

The content expert of the level will evaluate the syllabus for course content, assignments and sophistication of the major concepts of the course. The content expert will look at the student’s transcript for the achieved grade in the course. The content
expert will speak with the course instructor and the student’s advisor regarding acceptance or rejection of the petition. If the student is in the graduate program, the content expert will follow the Graduate Course Waiver Policy. If the petition is accepted, the instructor will write an acceptance memo and have it placed in the student’s file.

2) Credit by Examination

a. Students must be regularly enrolled during the semester they earn credit by examination. Units earned via credit by examination are counted as part of the total units registered for a given semester and appropriate fees must be paid. Credit by examination may not be counted towards the residence requirement of the University. A student who registers as an auditor may not earn credit by examination in that course.

b. After meeting with the faculty advisor to design an individualized curricular plan, students will contact instructor teaching the course for the course they desire to challenge. It is the student’s responsibility to provide the course’s instructor with complete documentation of previous course taken which should include transcripts, course syllabus, assignments, and other materials the instructor may request. Transfer students will have to complete the articulation process through the registrar’s office before meeting with the instructor.

c. The instructor of the course in consultation with the associate director will review the student’s eligibility for challenging the course and will notify the student of their decision.

d. All APO students are allowed to challenge Geriatric Theory. APO students wishing to challenge these or other courses will confer with their advisor. Challenge exams for Geriatric Theory will be arranged by instructor of the course in consultation with the APO student’s advisor.

e. Challenge exams will be held before each academic semester begins. Students must check with the School of Nursing office regarding any fees for the challenge exams. The challenge examination is comprehensive and searching. If the score is less than 70%, the student must remain registered for and take the course during that semester. If the score is 70% or above, the student does not have to attend the class but must register and pay for the course. Credit or the letter grade reflective of the score on the challenge exam and appropriate grade points are recorded on the student’s record at the end of the semester. It is the student’s responsibility to choose the credit or letter grade option when registering for the class.
3) Credit by Evaluation

a. Matriculated students may also earn academic credit through the Credit by Evaluation for Experiential Learning (CEEL) Program. This program is an alternative method for students to earn academic credit for college-level learning experiences that occurred prior to matriculation and for which no academic credit has been rewarded.

b. Typical experiences include research projects, significant work or life experiences, volunteer activities and structured internships. Units are usually applied towards general education or elective areas; but in certain instances, units may be used to fulfill major or minor requirements.

c. Students must create a learning portfolio that documents and describes the college-level learning that was achieved through these experiences. The portfolio is thoroughly evaluated by the FOR and director from the academic area for which credit is being sought and will notify the student of their decision. APO students will confer with the APO advisor for course credit sought by evaluation.

4) For Waiver, the Instructor, the student’s advisor and Director will sign off on the “Course Substitution” form from the School of Nursing. A copy will be placed in the student’s file and a copy will be sent to the registrar.

POLICY AND PROCEDURE FOR GRADUATE COURSE WAIVER

Background: Graduate students may have taken course work at another institution that is equivalent in content and sophistication to the proposed coursework in the graduate nursing program. In order to avoid redundancy in the student’s educational experience and to allow the opportunity for students to experience other courses, the policy for a waiver was created. The policy includes the mandates of the Graduate Division and the greater university.

Procedure: The student must communicate with the faculty content expert regarding their wish to waive the course. This communication must begin in the semester before the semester the waiver is requested. The student will provide the faculty with (1) verification of the completed course by providing a course description from the bulletin of the academic institution, and (2) non-official transcripts to verify grade and graduate status of the course. The instructor of the course must ensure that a course will be
deemed eligible for transfer credit under the following conditions required by the Graduate Divisions, which including the following:

1) The course content is such that it clearly meets the program’s curricular requirements stipulated in the university Bulletin.
2) The course was taken at a regionally accredited higher education institution.
3) The course was completed after earning the baccalaureate degree.
4) The student earned an acceptable grade (C or better) in the course.
5) The course was either an upper division or a graduate course at the institution at which it was taken and must be acceptable to that institution’s advanced degree program.
6) The course was not used to meet any other degree requirement either at the institution where it was taken or at San Francisco State University.
7) The course was not taken any earlier than seven years from the date the student is planning to graduate.
8) The sum of all credit-by-examination, extension, or transfer courses being proposed for inclusion on the Advancement to Candidacy (ATC) does not exceed six units in a 30-unit program (or twelve units in a 60-unit program).
9) The ATC, with the transfer course(s) on it, has been approved by the student’s graduate advisor.
10) The ATC has been approved by the college graduate coordinator and by the Graduate Division

The instructor of the course must bring this waiver request to the Curriculum Committee for approval along with their recommendation for either approval or rejection. The Curriculum Committee will provide a final decision and place a copy of this decision into the student’s file.

Resources:
Graduate Study Coordinator’s manual
http://www.sfsu.edu/~gradstdy/forms/coordinator-manual.pdf page 16

Revised by SAC and Approved by Faculty 11.07.12

**NURSING STUDENTS WITH DISABILITIES POLICY**

**Background:** Nursing students may have a disability, which may interfere with academic success. The SFSU Disability Programs and Resource Center (DPRC) states:

“Students with mobility, hearing, visual, communication, psychological, systemic (HIV/AIDS, environmental illness, etc.), and learning disabilities are encouraged to attend SFSU. The Disability
Programs and Resource Center (DPRC) is available to promote and provide equal access to the classroom and to campus-related activities. Students are provided assistance in coordinating a full range of support services in order that they may define and achieve personal autonomy at SFSU. The DPRC also provides eligible students with help understanding and managing DPRC services, campus-wide access, attitudinal barriers, other campus resources, and disability civil rights.”

**Purpose:** To ensure that a nursing student with an identified disability that may interfere with academic success will have access to reasonable accommodation in the school of nursing (SON) and as permitted in clinical facilities.

**Procedure:**

1. Students who suspect they have a learning disability and have not been tested for one are encouraged to contact a learning specialist at the campus DPRC for a consultation.
2. For students who wish to be tested for other disabilities, the Student Health Center does provide physical (extra fee), vision, hearing examinations, and HIV testing for enrolled students.
3. Students who self-identify as having a disability, and who wish reasonable accommodation, need to provide the DPRC with detailed documentation of their disability. The DPRC will then evaluate the documentation and determine if the student is eligible for reasonable accommodation(s).
4. Once the DPRC determines that a student is eligible for a reasonable accommodation, they will make a recommendation in writing that the student will bring to their instructor, and a copy will be placed in the student’s file. Reasonable accommodations are those that do not alter essential program requirements or those directly related to any licensing requirements. Thus some accommodation decisions need to be made cooperatively with both DPRC and faculty input. Examples of reasonable accommodations include but are not limited to: greater time allowances for exam taking, tape recording lectures, or use of a note taker during lectures.
5. Faculty may determine that an accommodation is not reasonable because it requires them to alter an essential feature of the curriculum. The faculty will contact the DPRC as soon as possible to discuss this concern.
6. A student who is denied an accommodation deemed reasonable by the DPRC has the right to file a grievance. The DPRC grievance procedure is available at [www.sfsu.edu/~dprc/student.html](http://www.sfsu.edu/~dprc/student.html).
7. All SON student syllabi will include the SFSU’s statement regarding disability access:
Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email (dprc@sfsu.edu)

8. When applying to take the NCLEX exam, nursing students with disabilities requiring test taking accommodation must submit a “Request for Accommodation of Disabilities”, “Professional Evaluation and Documentation of a Disability”, and “Nursing program verification” forms with their application or their testing date may be delayed. The California Board of Registered Nursing (BRN) defines a disability as, “a limitation of a major life activity that makes achievement difficult, requires special education or services, or affects social activities or interactions.” The BRN does not define substance abuse as a disability (2.11.7 & 2.11.8 Director’s Handbook).

Resources:
The Disabilities Programs and Resource center (DPRC) http://www.sfsu.edu/~dprc/
CA BRN Director’s Handbook

Approved by Faculty 10.3.12

NURSING STUDENT INJURY WHILE IN THE CLINICAL SETTING PROCEDURE

Background: Students may be exposed to potentially dangerous micro-organisms and other hazardous conditions during clinical practica in various settings where they are caring for patients. Although many institutional policies exist at clinical sites to mitigate this risk, accidental exposure can still occur. Nursing students in off-site clinical settings are covered under Workers’ Compensation in accordance with SFSU Environmental Health and Occupational Safety (EHOS) Injury and Illness Prevention Program (see references).

Purpose: To facilitate timely treatment and prophylaxis where appropriate, of student injuries or microbial/viral exposures during clinical experiences.

Procedure:
(1) The faculty or preceptor will immediately escort the student to the on-site emergency room for triage and treatment for all levels of injury/exposure. If the injury/exposure is serious, the faculty or preceptor may need to enlist staff to get the
student to the on-site ER. Preceptors should notify the level coordinator about the student’s injury as soon as possible.

If the injury/exposure is serious and there is no on-site emergency room and the facility cannot provide emergency treatment to the student, the faculty must call 911.

If the injury/exposure is emergent and there is no on-site emergency room and the facility cannot provide emergency treatment to the student, the student should immediately go to the nearest ER.

If the injury/exposure is non-emergent and there is no on-site emergency room and the facility cannot provide emergency treatment to the student, the student should immediately go to Franciscan Treatment Room (FTR) at 1199 Bush St., San Francisco, 415-353-6305 or Dignity Health Center at 24 Willie Mays Plaza, San Francisco, 415-972-2249. If the injury occurs after hours, the student may be seen the next day as long as their appointment is within 24 hours of the injury/exposure.

If a student is injured on campus, they may go to the Student Health Services. For emergencies, the instructor must call 911 if the student is in class.

If the student chooses to go to their regular provider in lieu of following the procedure as outlined they will be ineligible for workers’ compensation medical treatments for their injury.

(2) The physician must fill out a “Physicians First Report,” which is a standard workers’ compensation form and is readily available in ERs and clinics. The physician must fax this form to Human Resources Safety and Risk Management office as soon as possible (415-338-2498).

(3) The student needs to fill out the Workers’ Compensation Claim form (DWC 1) as soon as possible after treatment is received but no more than 24 hours after the exposure/injury. Claim forms can be found in the School of Nursing Office, Human Resources Safety and Risk Management office (ADM 252) or at Student Health Services. The student is considered the “employee” when filling out this form. The faculty should fill out the “employer” section of this report only if the student was not treated at Student Health Services. Human Resources, Safety and Risk Management will list the insurance policy number on the form. This form can be obtained at:
http://www.dir.ca.gov/dwc/DWCForm1.pdf

(4) The faculty needs to fill out the Supervisor’s Report of Employee Injury/Illness (RM3067) and fax or deliver to Human Resources Safety and Risk Management office within 24 hours of the exposure/injury (415) 338-2498. The Supervisor’s Report can be obtained from the School of Nursing or the Human Resources Safety and Risk
Management office (ADM 252). The instructor is considered the “supervisor” on the Supervisor’s Report form.

(5) The faculty must also fill out the Injury and Illness Prevention Form (IIPP-5) that needs to be faxed to (415) 338-2498 or delivered to the Human Resources Safety and Risk Management office (ADM 252). This form can be obtained at http://www.sfsu.edu/~hrww/risk_mgmt/iipp_summary.html

(6) All follow up visits must be with the contracted workers’ compensation facilities (FTR at 1199 Bush St., San Francisco, 415-353-6305 or Dignity Health Center at 24 Willie Mays Plaza, San Francisco, 415-972-2249).

(7) The student must provide the instructor with a physician or nurse practitioner’s release to return to clinical before being allowed to return to clinical.

References (citations from other on-campus sources and/or best practice):

Human Resources, Safety and Risk Management Office, Workers’ Compensation Coordinator
Workers’ Compensation Claim Form (DCW1)
Workers’ Compensation Claim Form (DCW1) & Notice of Potential Eligibility Information Sheet
Supervisor’s Report of Employee Injury/Illness Form
Workers’ Compensation Benefit Frequently Asked Questions Handout
Student Health Services, Director
Injury and Illness Prevention Program IIPP-5 Form:
http://www.sfsu.edu/~hrww/risk_mgmt/iipp_summary.html

Approved by faculty 10.3.12

POLICY ON ACADEMIC CHEATING AND PLAGIARISM FOR STUDENTS

Background:
Academic dishonesty, including cheating and plagiarism, is unethical behavior that can result in disciplinary sanctions (SFSU Bulletin, student conduct section). This document defines what School of Nursing considers to be cheating or plagiarism, and specifies what action will be taken if cheating or plagiarism occurs. This policy is based on and reiterates the Title 5, California Code of regulations, 41301, Standards for Student Conduct, item B available in the SF State Bulletin.

Academic Cheating:
Cheating is defined as using materials, including electronic devices, to obtain help in completing an assignment, report, quiz or exam that are not available to the entire class. Examples of materials include instructor manuals, solutions and questions for exams from previous semesters, lab reports or homework assignments from other students, notes or textbooks used for closed book exams, accessing ilearn or material download from ilearn (or other course website) during an exam or quiz, and looking at someone else’s work during an exam or quiz. Only materials provided to the class by the instructor, or materials the instructor explicitly gives the class permission to use, are allowed.

**Plagiarism:**
Plagiarism is “the act of representing the work of another as one’s own without giving appropriate credit, regardless of how that work was obtained, and submitting it to fulfill academic requirements. Examples of plagiarism include copying text, data, figures or graphs from any source without citing the source of the work, or adapting text, data, figures or graphs from any source without crediting the original source of the adapted work.

**Requirement on Originality of Student Work:**
Unless explicitly told to turn in one report or assignment for a group, any work submitted by students must be their own work. Any work incorporated from another source must be clearly identified as such by an appropriate reference. It is never acceptable, however, for students to copy any part of a report, assignment or exam from another student’s work even if properly referenced.

**Guidelines for Determining if Cheating or Plagiarism Has Occurred:**
The instructor may suspect students of copying each other’s work if the work submitted by two or more students is highly similar or identical either in content or presentation of information. Students may be suspected of plagiarism if information is provided that is beyond the scope of the assignment or data assumed to be used, or if the writing style changes. Turnitin is being used in some courses to check the similarity of reports and assignments turned in by students to past and current student work and to sources of information on the web or provided by the instructor. The instructor may suspect a student of cheating, whether on a homework assignment or an examination, if the student cannot explain both the details and principles used to generate the answer or explanation.

**Procedure for Suspected Academic Cheating or Plagiarism Cases:**
The instructor will discuss violations of this policy with the student(s) and then will inform the student(s) in writing of the charge and state the evidence. A copy will go to the School of Nursing Director and a record will be kept in the SON office. The student must meet with the SON Director to discuss the violation.

**Penalty for Academic Cheating or Plagiarism:**
Cheating and plagiarism are unethical, both academically and personally. In cases of academic cheating or plagiarism, no credit will be given for the assignment in
question to all students involved in the incident, regardless of who instigated the cheating incident. Also, a letter describing the incident and all those involved in the incident will be forwarded to the Dean of Student Conduct of the University who enforces standards of student behavior, under the State of California Code of Regulations, Title V, sections 41301-41304 through Executive Order 970, Student Conduct Procedures. This enforcement may include expulsion, suspension, or probation.

Examples of Academic Cheating (not a comprehensive list)
- When a student copies the work of another student, either entirely or in part, and turns in that work as his or her own.
- When a student knowingly permits another student to copy from his or her work.
- When a student turns in equations, explanations, diagrams, tables, graphs, figures, drawings or computer code obtained from the work of another student.
- When a student deliberately transforms borrowed sections of someone else’s work in order to disguise their origin.
- When several students collaborate on a project and fail to inform the instructor of this.
- When a student uses homework solutions or lab reports or other assignments from a previous semester to complete assignments in a class or lab.
- When a student uses the internet or other services to post assignments to obtain answers to homework or laboratory questions.
- When a student accesses course materials on a course website, or downloads course materials to an electronic device and accesses those materials during an exam or quiz.
  - Illicit procurement, purchase and/or selling of any testing materials & assignments

Examples of Plagiarism (not a comprehensive list)
- When a student uses content from other sources to complete his/her work or projects without proper attribution.
- When Internet or other resources are used verbatim and/or "cut and pasted" into students work regardless of whether they are acknowledged or not.

Cheating and Plagiarism have not occurred in these circumstances:
- When students have permission to collaborate on a project, and all collaborators are listed on the submitted work.
- When students receive advice from instructors or teaching assistants involved in the course, or from tutors for the course.
- When students engage in a general discussion of the nature of an assignment, the requirements for an assignment, or general implementation strategies for an assignment.
- When students engage in discussion of course concepts or solution strategies to prepare for an assignment or examination (but not for take home exams).
• When students share knowledge about solution strategies, or compare independent solutions to problems on homework or lab reports (but not for take home exams).
• When students use primary literature, books or allowable internet resources for an assignment if the source is properly attributed.

Adapted from the SFSU Department of Chemistry and Biochemistry Policy on Cheating and Plagiarism June 2012 by M. A van Dam Nov 2012.

NURSING STUDENT CPR REQUIREMENTS POLICY

Background: Cardio-Pulmonary Resuscitation (CPR) is an emergency procedure performed during cardiac and/or respiratory arrest to maintain circulation and respiration until emergency services arrive. Students are required by professional standards and health facility requirements to obtain CPR certification, to maintain an active certification and to update themselves with the ongoing changes.

Purpose: To ensure that all San Francisco State University, School of Nursing students have adequate training to render CPR in the clinical setting and in the community.

Procedure:

(1) In conformance with health care and professional standards of nursing care, SFSU School of Nursing students will obtain CPR/BLS for Health Care Providers (CPR, AED) certification before entering their first semester.
(2) Thereafter, students will renew CPR certification before expiration (every two years).
(3) Students will upload a copy of current CPR certification into the online system for called “Certified Profile Tracker” every time it is renewed.
(4) CPR status must be current (up to date) each semester
(5) Students without current CPR certification will not be allowed to attend a clinical practicum (see clinical attendance policy).

Approved by Faculty 10.3.12

KAPLAN STANDARDIZED TESTING EXAMS (PRE-LICENSURE STUDENTS ONLY)

Background: As students are required to pass a state licensure exam (NCLEX) to demonstrate safe practice as a registered nurse, the School of Nursing provides opportunities for students to have practice and assess core knowledge in the content and processes for the NCLEX exam. Students, along with the courses in the curriculum,
are expected to complete the Kaplan self-directed learning in order to complete the testing at every level in the nursing program late in each semester.

Procedure:
The student:
1. Will purchase Kaplan materials for five semesters from the bookstore (one package).
2. Take Kaplan content mastery exams as part of the content of most of the required nursing theory courses.
3. Must acquire minimum passing score established by faculty and reported in syllabus.
4. Must remediate if minimum score is not achieved according to guideline in syllabus. Must spend at least 2 minutes on each question.
5. Failure to take the Kaplan at any level will result in dismissal from program.

PATIENT CONFIDENTIALITY (HIPAA) POLICY

Background: Healthcare providers, including nurses are required by law (The Health Insurance Portability and Accountability Act of 1996 [HIPAA], Public Law 104-191) to protect patient confidentiality. The School of Nursing and contract clinical sites have an obligation to assure that students, staff and faculty are aware of policies and procedures related to patient confidentiality. In addition, the School of Nursing is responsible for taking corrective action should School of Nursing and/or clinical site policy and procedure not be followed.

Purpose: The purpose of this policy is to describe the procedure within the School of Nursing for educating students, staff and faculty about the policies and procedures relevant to patient confidentiality. This policy also delineates the corrective actions that will be followed if School of Nursing policy and procedure is not followed.

Procedure:
1. All students entering the nursing major will be oriented to HIPAA requirements, as well as the School of Nursing policy and procedure, regarding patient confidentiality at beginning their first semester in the nursing major.
2. All students will be required to sign an acknowledgement that they have received copies of the School of Nursing HIPAA policy and procedure. The students will also acknowledge that they understand HIPAA regulations and are aware of how to protect patient confidentiality.
3. A standard summary statement regarding HIPAA regulations and the School of Nursing policy and procedure regarding patient confidentiality will be included in every course syllabus. Clinical faculty will remind students of the patient confidentiality policies and procedures and HIPAA regulations each semester.
4. Students who breach patient confidentiality will be subject to the following corrective action:

<table>
<thead>
<tr>
<th>Type of Violation</th>
<th>Process</th>
<th>Corrective Action</th>
<th>Notification</th>
</tr>
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<tbody>
<tr>
<td>I. Inadvertent or accidental breaches of confidentiality that may or may not result in the actual disclosure of patient information. For example, sending/faxing information to an incorrect address OR Failure to follow existing policies/procedures governing patient confidentiality. For example, talking about patients in areas where others might hear, failure to obtain appropriate consent to release information, or failure to fulfill training requirements.</td>
<td>Discussion between instructor and student.</td>
<td>Re-education and/or process improvement.</td>
<td>Written communication between instructor and student to be placed in student file.</td>
</tr>
<tr>
<td>II. Repeat Offense</td>
<td>May range from discussion between instructor and student to Associate Director or Director of the School of Nursing convening a committee to address corrective action.</td>
<td>May vary from re-education to disciplinary actions such as: a) reprimand; b) removal from clinical site; c) failure of the clinical course; or d) dismissal from the nursing major depending on the severity of the offense.</td>
<td>Written communication between instructor and student will be included in student record. Notification of the following: 1. Level Coordinator, 2. Director and Associate Directors of the School of Nursing, 3. Student Affairs Committee</td>
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<td>III. Using various convenient methods to duplicate patient information using technology or social media. For example, using a telephone’s camera to photograph files or using</td>
<td>May range from discussion between instructor and student to Associate</td>
<td>May vary from re-education to disciplinary actions such as: a) reprimand; b) removal</td>
<td>Written communication between instructor and student will be included in</td>
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<td>Type of Violation</td>
<td>Process</td>
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<td>voice-recording programs to write the patients’ information into a digital file or program.</td>
<td>Director or Director of the School of Nursing convening a committee to address corrective action.</td>
<td>from clinical site; c) failure of the clinical course; or d) dismissal from the nursing major depending on the severity of the offense.</td>
<td>student record. Notification of the following: 1. Level Coordinator, 2. Director and Associate Directors of the School of Nursing, 3. Student Affairs Committee</td>
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<td>IV. Inappropriately accessing a patient’s record without a need to know. For example, accessing the record of a friend or family member out of curiosity without a legitimate need to know the information.</td>
<td>May range from discussion between instructor and student to Associate Director or Director of the School of Nursing convening a committee to address corrective action.</td>
<td>May vary from re-education to disciplinary actions such as: a) reprimand; b) removal from clinical site; c) failure of the clinical course; or d) dismissal from the nursing major depending on the severity of the offense.</td>
<td>Written communication between instructor and student will be included in student record. Notification of the following: 1. Level Coordinator, 2. Director and Associate Directors of the School of Nursing, 3. Student Affairs Committee</td>
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<td>V. Accessing and using patient information for personal use or gain or to harm another individual.</td>
<td>Notification to Associate Directors and Director of the School of Nursing. Director of the School of Nursing convenes committee to address action.</td>
<td>May vary from re-education to disciplinary actions such as: a) reprimand; b) removal from clinical site; c) failure of the clinical course; or d) dismissal from the nursing major depending on</td>
<td>Written communication between instructor and student will be included in student record. Notification of the following: 1. Level Coordinator, 2. Director and Associate Directors of the School of Nursing, 3. Student Affairs Committee</td>
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<td>the severity of the offense...</td>
<td>School of Nursing, 3. Student Affairs Committee</td>
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6. Students may appeal any disciplinary action by filing a formal appeal with the School of Nursing Student Affairs Committee.

7. Approved by Faculty 10.3.12

MEDICATION CALCULATION EXAM (METROLOGY EXAM) FOR PRE-LICENSURE NURSING STUDENTS

Given the significance of medication errors in practice, it is a requirement of the School of Nursing that all students take a medication calculation exam prior to each clinical experience and to achieve the score specified in the syllabus for the course.

1. The medication calculation exam is taken in NURS 314 (Nursing Interventions Practicum) prior to the first clinical rotation, NURS 313, and prior to beginning each clinical experience (NURS 323, 335, 337, 445, and 557).
2. Notes, books and other aides are not permitted.
3. Students must pass the exam at the level specified in the course syllabus.
4. Students will be allowed three attempts to pass the exam.
5. Students who do not pass the exam on the third attempt may not continue with the clinical course.
6. Students who do not pass the exam on the third attempt will receive a No credit for the course in which the exam is taken (see policy and procedure re one course failure).

CLINICAL ATTENDANCE POLICY

Background: The California State Board of Registered Nursing (BRN) requires that every pre-licensure student complete a proscribed number of clinical hours related to the following content areas: 1) fundamentals of nursing, 2) medical/surgical, 3) pediatrics, 4) obstetrics, 5) psychiatric/mental health, and 6) community health. In addition, to attain a Bachelor of Science Degree in nursing each student must complete a capstone nursing practicum during his or her last semester in the pre-licensure nursing program.

Purpose: The purpose of this policy is to describe the clinical attendance policy of the School of Nursing for all pre-licensure students.
Procedure:
1. All undergraduate and/or pre-licensure nursing students must attend all scheduled clinical days. Missed clinical days cannot be made up. Clinical faculty will document clinical days missed and the documentation will be placed in the student’s academic file.
2. Students may be excused from a clinical day for the following reasons at the discretion of the faculty of record for the clinical course: 1) illness with a doctor’s excuse, 2) family emergency with documentation or 3) other legitimate reason for missing clinical (determined by clinical faculty).
3. One unexcused missed clinical day may result in a lowering of the grade for the course by a full point. Two unexcused missed clinical days may result in failure to pass the course.
4. Unexcused late arrival or leaving early without permission of the clinical faculty constitutes unprofessional behavior. Clinical faculty will document instances of late arrival or leaving early as well as advising students about the behavior. Documentation will be placed in the student’s academic file. Repeated unprofessional behavior will result in a lowering the grade or failure of the course, as determined by the clinical faculty of record.
5. Students may appeal any disciplinary action by filing a formal appeal with the School of Nursing Student Affairs Committee.

Approved by Faculty 10.3.12

IMPAIRED NURSING STUDENT POLICY

Background: Nursing students may be subject to substance abuse and mental illness problems due to stressful situations as they try to balance work, school, and personal obligations that may exacerbate underlying conditions or predispositions. The School of Nursing (SON) defines impairment as being under the influence of a psychoactive substance or experiencing a psychological illness or excessive stress that affects clinical judgment and the ability to administer safe patient care. Students who are impaired due to substance abuse, mental illness or excessive stress need access to professional assistance and need to be removed immediately from situations where they may cause harm. The California Board of Registered Nursing (BRN) requires that students to be informed as to the importance of voluntarily seeking help for these issues as not doing so may prevent them from being licensed to practice nursing.

Purpose: 1) To keep patients, other students, faculty and staff free from harm and to facilitate treatment for the student who is impaired due to substance abuse, mental illness or excessive stress.
2) To encourage students to seek evaluation and treatment of such conditions.

Procedure:
1) This policy and the BRN Guidelines for Schools of Nursing in Dealing with the Matter of Nursing Students Impaired by Chemical Dependency and Emotional Illness (8.12) will be posted on the SON web site for student access.

2) If the student self identifies that they have a substance abuse, mental illness or problem with excessive stress, they will be referred to Student Health Services, SFSU Counseling (in Student Services Building Room 208; 415-338-2208; http://www.sfsu.edu/~psyservs/) or their own private physician for evaluation and treatment. The director of the School of Nursing and the student will decide if and when the student can resume their studies.

3) If the student does not self-identify the following procedure will be followed.
   a) If faculty identifies a student experiencing signs and symptoms of substance abuse, mental illness or excessive stress, he/she will immediately remove the student from the classroom or clinical area.
      (1) The faculty will assess whether this student is suicidal, homicidal or gravely disabled and requires police intervention and transportation to a mental health facility.
   b) If faculty cannot assess the student or feels harm is imminent, he/she must immediately call 911 or initiate emergency protocols per the clinical facility’s procedures. If the faculty feels harm is not imminent, he/she should escort the student to the ER for further evaluation and/or treatment.
   c) If the student does not fit the criteria for being suicidal, homicidal or gravely disabled, the faculty will arrange for someone to drive the student home and give the student an alternative assignment for make-up work as appropriate.

4) Behaviors and findings of substance abuse, mental illness or excessive stress include but are not limited to the following:
   a) Odor of alcohol or marijuana on breath
   b) Slurred or incoherent speech, hand tremors, lack of coordination, Chronic drowsiness or sleeping in class, forgetfulness, blackouts, spaciness, frequent sneezing
   c) Increased absenteeism, arriving late and wishing to leave early, frequently requesting time off, taking extended meal and coffee breaks, frequent trips to the bathroom, frequent complaints of injury or illness
   d) Unusually aggressive behavior, unreasonable resentment, overreaction to criticism, inflexibility, controlling behavior, irritability, suspiciousness, defensiveness, blaming, frequent conflicts
   e) Isolation and withdrawal, difficulties with interpersonal relationships
   f) Deteriorating appearance, unexplained weight loss or gain, excessive bruising
   g) Increasing numbers of errors and poor judgment in nursing care

5) The faculty will immediately alert the director or associate director. Faculty will provide in a timely fashion, the associate director and director with objective documentation of behaviors exhibited by the student. This documentation will include whether patient outcomes were affected due to the student’s behavior. This documentation will remain in the student’s file and will remain confidential. If
patient outcomes were negatively affected, the faculty must also immediately alert clinical staff and fill out an Incidence or Occurrence Report per agency protocol.

6) A conference will be arranged as soon as possible between the faculty, student and associate director/director and chair of the Student Affairs Committee to discuss student behavior during clinical.

7) The student will be referred to Student Health Services, SFSU Counseling (in Student Services Building Room 208; 415-338-2208; http://www.sfsu.edu/~psyservs/) or their own private physician for evaluation and treatment. Once evaluation is complete, the director and/or the associate director will decide with input from the physician or therapist, if the student is able to return to the student’s clinical experience.

References (citations from other on-campus sources and/or best practice):

BRN Director’s Handbook, Impaired Nursing Students: Guidelines for Schools of Nursing in Dealing with the Matter of Nursing Students Impaired by Chemical Dependency and Emotional Illness, 8.12

Gradguide: Graduate Student Handbook 2012-13, page 4-5

CSU Regulations and Procedures 41301 Standards for Student Conduct http://www.sfsu.edu/~bulletin/current/supp-reg.htm


Student Services Web Site: http://www.sfsu.edu/~psyservs/

Approved by faculty 10.3.12

STUDENT APPEAL FOR GRADE CHANGE

Students have the right to appeal a final course grade when the student believes that the assigned grade does not reflect what the student has earned according to the criteria for grading as outlined by the instructor of the course. Prior to proceeding the University grade appeal process, students should:

1. Review the grading policy grading policy and criteria in the syllabus. (Students are encouraged to work closely with faculty throughout the semester to assure understanding of the grading policy and their performance.)

2. It is assumed that the grade assigned is correct and thus, the student appealing the grade must justify the need for a change of the grade assigned.

3. Attempts to resolve grade grievances should be resolved informally between the student and faculty involved.
4. A student who believes s/he has been assigned an improper grade should meet with the instructor of record and together review the grading procedures used to determine the grade assigned on the student's transcript. If, after careful review of the grading procedures, the student is still dissatisfied, or if the instructor of record refuses to take part in the informal process, the student would then meet with the faculty member or director.

5. If there is still no resolution at this time, the student may then initiate the formal grade appeal process.

FORMAL GRADE APPEAL PROCESS

Definition of Terms
1. Appealable Grade: A grade is appealable when the grade assigned as a final course grade does not reflect what the student has earned according to the criteria for grading as outlined by the instructor of the course.

2. Instructor of Record: The instructor of the course, thesis, project who is responsible for evaluation and determination of the final grade.

Introduction
The following recommendations are set forth in an attempt to offset the need to initiate formal grade appeal procedures.

1. The formal grade appeal process is a serious procedure, which should only be initiated when the grade assigned does not reflect the criteria for grading as outlined by the instructor. It is the responsibility of the instructor to define his/her grading policy as early in the semester and as explicitly as possible while conforming to accepted university practices. If there is any deviation from this original statement of policy, all affected students should be informed.

2. It shall be assumed that the grade assigned is correct and that the student appealing the grade must justify the need for a change of the grade assigned.

3. Procedural questions (e.g., allegations of improper grade appeal procedure) shall be referred to the University Counsel or designee, but the evaluation of the extent to which the instructor's grading criteria were or were not followed will not be conducted beyond the college level.

4. Normally, grade appeals should be resolved informally between the student and faculty involved. A student who believes he/she has been assigned an improper grade, as defined in definition of terms, should meet with the instructor of record and together review the grading procedures used to determine the grade assigned on the student’s transcript. If the student and instructor are unable to resolve their
differences, the department chair or designee will attempt to serve as mediator working with the individuals to resolve the dispute.

5. If the instructor of record refuses to take part in the informal process described in the paragraph above, or if following this process the student is still dissatisfied, the student may initiate the formal grade appeal procedure.

**Formal Grade Appeal Procedure**
The following steps define the progress of the formal grade appeal procedures.

1. Formal grade appeals must be initiated by the student by the end of the eighth week of the semester following the award of the grade. The instructor may change a grade if it is found that there was an error, work was overlooked, etc. Except for changes made by the instructor, grades shall not be changed except through the appeal process.

2. Normally, any differences of opinion between an instructor and student concerning a grade herein relevant should be resolved between the individuals involved. If the instructor of record will not be available within one semester, the department chair or designee may act in lieu of the instructor of record for the purpose of grade appeals. If the instructor and student cannot resolve their differences of opinion, the student must present a **written brief** outlining the problem and the area of disagreement to the department chair. After notification by the department chair that a grade appeal brief has been filed, the instructor must respond to the department chair in writing within **ten working days**. The department chair or designee will attempt to serve as mediator working with the individuals to resolve the dispute. If this mediation proves unsuccessful, the department chair shall forward the student’s brief to the college dean.

3. The college dean or designee will review the findings to date and will attempt to act as a mediator in resolving the dispute. If mediation at the college level does not lead to resolution, then a Grade Appeal Committee shall be formed by the college dean within ten working days. This committee shall include the following persons:
   - Three qualified faculty\(^1\) members from the college: one selected by the instructor of record, one by the student appealing the grade\(^2\), and one by the college dean.

The committee shall elect its own chair. A simple majority shall prevail in the committee.

\(^1\)“Qualified faculty” means one or more persons with academic training comparable to the instructor of record who are present on the faculty at the campus (Executive Order No. 792).

\(^2\)If the student appealing the grade cannot find a qualified college faculty person to serve, the college dean shall appoint the third faculty person.
4. All pertinent data, papers, records, etc., together with written briefs, will be submitted to this committee for study. Both student and instructor will have permission to view, but not copy, all materials used by the committee. The committee may meet individually or collectively with those involved in its quest for determination, and the Committee may choose to continue mediation efforts. Each party may bring another person with them as support or spokesperson at any stage in the process. The student or instructor has the option of meeting with the Committee without the other party present.

5. The function of the Grade Appeal Committee shall be to evaluate the grading procedures as well as to, if necessary, re-evaluate the student’s assignments for the course in terms of criteria established by the instructor of the course. The committee’s decision may be to keep the assigned grade, or to raise the assigned grade.

6. The Committee shall provide a written justification to the college dean for its decision including minority opinions when they exist. The college dean shall inform the student and the instructor of the committee’s ruling and provide both parties with copies of the committee report.

7. In the case of a change of grade, if the instructor of record does not implement the change of grade decided upon by the committee, the dean shall implement the change of grade on the student’s official transcript through the ordinary change of grade procedure. This shall be the last step in the deliberation of the formal grade appeal.

8. The college dean shall provide a written record of the results of all grade appeals to the VPAA/Provost. College deans shall also provide an annual summary to the Academic Senate of the number of cases heard and the result of each case.

WITHDRAWAL POLICY

Students who find it necessary to cancel their registration or to withdraw from classes after enrolling for any academic term are required to follow the University's official withdrawal procedures. Please note the following considerations related to course withdrawals in the School of Nursing:

1. Discuss their withdrawal with the faculty teaching the course and their advisor.
2. Students withdrawing from the University should submit a letter to the Director of the School of Nursing. The letter should follow the following format: address to the Program Director, state the reason for leaving, date and sign the letter. Students should also inform their advisor.
3. Be aware that when they withdraw from a course or courses they will need to apply to the School of Nursing’s Academic Review Committee for reinstatement in the program.

4. If reinstated, the student will take the course or courses on a space available basis; a space in the program is not guaranteed.

5. The faculty of record is NOT responsible for withdrawing the student from the class list.

PINNING/HOODING CEREMONY GUIDELINES

Background: The School of Nursing’s Pinning and Hooding Ceremony (PHC) has traditional importance for students of the nursing profession. It reflects a professional milestone where students of nursing are recognized as professional nurses and are educationally deemed able to practice the art and science of nursing. They are now eligible to sit for the state licensure exams.

The School of Nursing’s Hooding Ceremony recognizes graduate students who have successfully completed graduate study for the advanced role in nursing.

Ceremony Template

1) There will be one ceremony combining the Pinning of the eligible BSN students and the Hooding of the eligible MSN students. The only programmatic delineation will be between Canada BSN students and SFSU campus BSN students when applicable.

2) The PHC will take place at the end of each semester.

3) The PHC will be held on the SFSU campus, preferably at McKenna Theater, since it is needed for its seating capacity.

4) The ceremony’s content outline will be guided by the PHC Faculty advisor and will include short speeches from: the Dean of College of Health and Social Science (CHSS) or his representative (if possible); the director of the School of Nursing (SON), or the Associate Director.

5) BSN students eligible for pinning will choose a BSN keynote speaker; MSN students eligible for hooding may choose keynote speakers. When Canada campus is included, they may also choose a keynote speaker.

6) All speakers will be asked to limit their speeches to 3-5 minutes.

7) Students may choose a student (one from Canada, one from SFSU campus) to receive the Philip Derf Service Award.
8) MSN eligible students will be hooded by the first reader of their culminating project (field study or thesis) on stage and then shake the hand of the SON director and CHSS dean.

9) BSN students will be pinned by the Associate director for undergraduate nursing programs and will shake the hand of the SON director and CHSS dean.

10) The ceremony, in any language or signage, cannot be called a ‘graduation’ ceremony since it must be delineated from the SFSU campus general graduation.

11) Any changes from the template of the ceremony must be agreed upon by the PHC advisor.

Eligibility for Student Participation

BSN Pinning

1) Students eligible to participate in the SON’s PHC will have successfully completed all undergraduate nursing courses and be eligible to sit for the California State Licensure Boards for nursing (NCLEX).

2) They may have one class pending in their degree and graduation from SFSU

3) APO students will have completed all nursing courses to receive a BSN.

4) Students in the GMSN program who have successfully completed all undergraduate nursing courses and are eligible to sit for the California State Licensure Boards for nursing (NCLEX), may be pinned.

5) All students who are being hooded may be pinned at the same time.

MSN Hooding

1) They must have completed their culminating experience (field study or thesis) and have it filed in the graduate division at least by the last date accepted in the semester of their participation in the PHC.

2) They may have one class pending in their degree and graduation for SFSU.

Role of the Faculty Advisor

1) The faculty advisor will be selected by the Student Affairs Committee.
2) The faculty advisor will identify or organize a student PHC committee and call a meeting with the committee to be held within the first two weeks of the semester. The purpose of this meeting is to clarify student and advisor roles and the template of the ceremony.

3) The faculty advisor will identify MSN students who may be eligible for the PHC by their enrollment in N895/N898/N899. The advisor will communicate with the faculty first readers to identify those students who are likely to finish their field study or thesis within that semester.

4) From the MSN PHC eligibility list, the faculty advisor will attempt to identify a leader of the MSN who would be willing to participate with the BSN PHC committee in the planning of the PHC.

5) The faculty advisor along with the McKenna scheduling coordinator will determine dates for the upcoming ceremony. Dates include a proposal of tentative dates for the future semester and confirming the date for the present semester.

**Role of Students Organizers**

1) The students will organize the details of the ceremony including but not limited to:
   a) student participation, numbers and seating arrangements
   b) invitations to faculty; tickets for invitees
   c) program development and printing
   d) flowers if desired
   e) class speakers and/or keynote speakers
   f) gown rentals
   g) pins
   h) procession including music (with advisor guidance)
   i) choosing a master of ceremony (with advisor guidance)
   j) arrange for graduation pictures

2) The student will create their budget and assume financial responsibility:
   1) organize and pay for their ceremony costs
   2) communicate and gather monies needed from students participating the PHC
   3) pay the bills associated with their arrangements.
   4) fund raise to support their PHC costs.
   5) find sponsorship for program printing costs if desired.

**Finances**

1) The students are responsible for the costs they incur for the details of the PHC as outlined but not limited to section student organizer roles listed above.
2) The Student Organizers may request the School of Nursing to pay for the rental and use of McKenna Theater. The request may be denied, at the discretion of the Director, because of lack of funds supporting the School of Nursing.

3) The Nursing Student’s Association may donate any sum they deem possible in support of the PHC.

Approved by faculty 10.3.12
April, 2013

Dear fellow nursing students,

Congratulations! On behalf of the Nursing Student Association, we would like to extend a warm welcome to San Francisco State University’s School of Nursing!

The Nursing Students’ Association (NSA) is your campus organization. We are a professional organization recognized by the National Student Nursing Association (NSNA) and its constituent, the California Nursing Student Association (CNSA). One of the main goals of the NSA is to promote and provide a sense of community within our nursing department and to the students interested in pursuing a future in the nursing profession. The NSA is responsible for providing numerous benefits to the nursing student and pre-nursing student body by:

- Advocating for nursing students
- Facilitating communication among students and faculty
- Planning social events
- Providing health-related volunteer opportunities
- Fundraising for nursing student activities
- Providing tutoring and mentoring services
- Improve skills in leadership, teamwork, and organization

Our association holds biweekly informational meetings where all nursing and pre-nursing students are welcome to attend and learn more about topics ranging from community events, volunteer opportunities, or new information regarding the professional nursing field.

You must join NSNA to become an official member of NSA at SFSU, which will also grant you membership to its constituent the CNSA and is mandatory in being eligible to participate in voting, volunteering, and holding NSA director and board positions. Your
membership with the NSNA grants you access to the listed benefits, but will also provide you with other resources from the NSNA; such as various discounts, nursing journals, and scholarship information. Once you’ve purchased your membership you must submit a copy of your membership card to the NSA at SFSU Secretary, which can be done at a NSA meeting or by dropping it off at the NSA mailbox in the School of Nursing office.

Information about the time and location of NSA meetings, as well as current topics relating to nursing students and the NSA, can be found on our website. Please log onto OrgSync.com and under your SFSU account, join the NSA page listed as “NSA@SFSU”, and you will have access to our webpage.

You can also keep up with news and events on our Facebook pages: “NSA at SFSU”, “NSA @ SFSU’s Mentoring program”, and “SFSU-SON Volunteer & Community Opportunities”. This is where information such as mentoring, volunteering, community outreach, scholarship information, and job opportunities are posted.

All discussions, planning, and decision-making take place at meetings held on Fridays from 12 to 1. Lunch will be provided for members and this is your best way to stay informed on current NSA happenings and involvement.

If you have any questions or suggestions, you can reach the board members and directors of the NSA by emailing us at nsaofficers@yahoo.com.

We look forward to your future involvement.

Sincerely,

San Francisco State University Nursing Student Association

LETTER FROM NURSING STUDENTS ASSOCIATION AT SAN FRANCISCO STATE UNIVERSITY – CAÑADA COLLEGE CAMPUS

October, 2010

Dear fellow students,
Congratulations! On behalf of the Sequoia Nursing Student Association (Sequoia NSA), we would like to welcome you to the Sequoia Hospital / San Francisco State University’s School of Nursing. The Sequoia NSA is a pre-professional organization administered by a group of Sequoia/SFSU nursing students who are committed to supporting fellow nursing students achieve their academic and career goals.

All students enrolled in the Sequoia / San Francisco State University Nursing program are automatically included as members of this group. However, the student leaders are also actively involved in organizing many activities, such as: fund raising, community services, and planning the very special pinning ceremony for graduates of the program. The organization was established to be an advocate on behalf of student nurses, to enhance the educational experience of student nurses, and to promote a congenial relationship among Sequoia Nursing Students, SFSU Nursing Students, and the SFSU/Sequoia Nursing Faculty.

The Sequoia NSA represents the voice for the student body. Every officer accepts the position freely and should embrace the opportunity to be part of the Sequoia NSA. As an officer of the Sequoia NSA, one has also accepted the responsibilities that are a part of being an officer. As an individual member of the Sequoia NSA, each one of us has a unique opportunity to leave an imprint on society. We are in a position to make change so let us not take it for granted.

Each Nursing class elects a leadership team to represent them for an annual term. Elections are held in the fall semester for first year students. If you are interested in becoming a Sequoia NSA officer, please contact the Sequoia NSA at the email provided below for more information.
sequoiansa@yahoo.com

Warm Regards,
Sequoia Nursing Student Association
Nursing School Survival Tips

Words of Advice from Current Students

SOCIAL

- Build your social network starting from Day 1. This can include classmates, professors, or anyone else from school, work, or volunteer experiences. This network will be useful for future connections in terms of career, but more importantly, to enjoy your time as a nursing student.

- Join a study group to help reinforce the material and to optimize time through collaborative work in building study guides.

- Sign up to get matched with a mentor. Your mentor will be a student in a higher level who could pass on valuable tips for exams and give you the inside scoop on professors and clinical sites. For more information or to sign up, e-mail us at nsaofficers@yahoo.com. [SFSU-specific]

- Warn family and friends that you might be a bit of a hermit during the semester and not to be offended by your absence.

- On the other hand, try NOT to be a hermit and accept support from family and friends. Remember, emotional health is just as important as physical and mental health.

- Take full advantage of your breaks; because, believe me, you’ll need that time to decompress and recuperate: work, volunteer, learn another language, travel, pick up a new hobby, and reconnect with those non-school friends who you might not have seen since school started.

- When you learn something that your colleagues don’t yet know, share what you’ve learned. It is up to you to create an environment of collaboration and not competition. Nursing school is infinitely more fun when you take a “we’re in this together and for the long haul” approach with your peers.

SELF-CARE

- Make time for the things you love. Despite any feelings to the contrary, nursing school is only a fraction of your life. In order to maintain sanity and balance, you
need to find outlets! Don’t let cortisol build up chronically. Rock climb, run, yoga, walk, dance, cook, meditate. . . the list is endless.

➢ Engage in at least 30 minutes of exercise most days of the week. It helps to clear your mind, alleviate stress, and it will prepare you for the physically demanding aspects of nursing.

➢ Continue to be involved. You may have gotten into a nursing program which is admirable, but that is only one step toward your nursing career. Start building your resume now, because you never know how the job market will be when you’re ready to apply. Get involved with NSA and volunteer, even if it’s only for a day at a flu clinic.

➢ Give yourself a reward after a big test or exam. You worked hard, and you deserve a Godiva bar. . . or two.

TIME MANAGEMENT
➢ Organize and prioritize your time. Keep an up-to-date calendar to organize exams, pre-lab time, care plans (yes, they really do take at least four hours to complete!), reading assignments, other assignments, group presentations, skills lab (practice, practice, practice), study sessions, and social events. Start this early and try your best to stick to it.

➢ It’s very difficult to play catch-up in nursing school. Literally, hundreds of pages of reading are assigned each week, plus you have group presentations and other assignments that are due. All the while, you’ll be juggling clinicals and writing care plans each week. That’s a lot to handle. If you need help managing your time, creating a study schedule, getting organized, or need to brush up on taking notes and those subsequent exams, contact the Campus Academic Resource Program (www.sfsu.edu/~carp1) for assistance. [SFSU-specific]

➢ Be clear about your assignments and what the professor is asking of you at the outset. If you need clarification, ask your colleagues first, then your professors. Set up a Google Group for your cohort to share information about assignments.

GENERAL
➢ Ask Questions. Speak up (diplomatically, of course). Your concerns are important and beneficial to you and the entire class.
An important adjunct to coursework and clinicals is learning how to be a professional. As a nursing student, you are now stepping into a new role and representing the profession. Act accordingly. This professionalism should be evident in all arenas – whether it’s interacting with professors, classmates, nurses, patients, or the bookstore clerk. Be aware (and beware) that you are constantly communicating, which means listening, interpreting correctly what the other person is saying, and saying what you actually mean to say.

Be assertive at clinicals. This is not the time to hole up in the break room and update your Facebook page. There’s always something that needs to be done, and the nursing staff would love for you to help. Offer your help to the nurses and support staff, ask to participate in procedures, or at the very least, ask them (and the patient) if you can observe. You could potentially learn more in one clinical day than you can in one week of reading a textbook.

Stop taking yourself so seriously RIGHT NOW. You’re already in the program, you were accepted into a highly competitive school and, barring major disasters, you will get through the next five semesters, graduate and pass the NCLEX. It may not be on the first try, and you may need to get used to the occasional “B” in your nursing courses. To those of you who are attached to perfection and 4.0 GPAs: Let that go ASAP. Nursing is not about perfection and absolutes. It is about adaptability and applying theoretical knowledge using critical thinking, sensitivity, and the strengths of your own individual personality on the fly. Impressing your instructors in school is much less important than discovering your weaker areas and developing those to make you the best practicing professional once you’re licensed.

Some of the most important qualities of a nurse cannot be graded: that is, compassion and how you arrive at decisions. When you’re talking to the family of a person (yes, a person, not just a patient) who is terribly ill, those loved ones don’t give a damn about your grades or how pretty your PowerPoint presentations are. At the very least, you are here to learn the skills and theory you need to be a brilliant nurse, but don’t lose sight of what will make you the best nurse this world has ever seen.

Throw yourself with abandon into your endeavors, and use all of the positive aspects of your personality and talents to get the job done. This includes tapping into your creativity during presentations (role playing, anyone?) and interventions with your patients.
Pick your battles. Learn to roll with the punches and prioritize what is most important to you. Each of us has a finite reserve of energy to expend on school – allocate it wisely! Patients, clinical instructors, professors, and administrators may not always make what YOU might consider to be the best decisions. Everyone, including you, makes mistakes. Practice forbearance. After the hurricane blows over, all you are left with is your conduct. Nothing is really that important, because the universe has a way of averaging out advantages and disadvantages in the final analysis. Be flexible.

When you come across a less-than-ideal situation in class or clinicals, transform that into an opportunity to learn. Ask yourself: How can this enhance my own education? Where can I create or find a learning experience if my assigned nurse/clinical instructor/professor isn’t providing me with one that I expect?

Don’t be embarrassed by your mistakes. Make them boldly and with dignity, so that you and everyone around you have an opportunity to learn from them, and clearly remember afterwards how and why NOT to do something. If you don’t know something, it is almost certain that several other people in your classroom or clinical setting don’t know it either, so ASK. The only shame is in pretending to know something you don’t and compromising a patient’s care because you were too proud or afraid to "embarrass" yourself.

Be self-reflective. At the end of each day, ask yourself: What could I have done differently, and how would that have changed the outcome for better or for worse? Nobody knows you better than you. Listen to yourself and what your feelings, gut, intuition are telling you.

Don’t shrink back from stating your opinion or position because you are new, inexperienced, or subordinate – the truth shall set you free.

Keep your sense of humor at all times. There will be occasions when you feel overwhelmed, despairing, exhausted, angry, or scared; however, you can laugh about anything to take away its power over you. No matter how hopeless things may seem in the moment, always remember: "This, too, shall pass. . . "

Congratulations, and welcome!