

# California State University Channel Islands

Bachelor of Science in Nursing

## Student Handbook Admitted 2015



Channel Islands  

---

CALIFORNIA STATE UNIVERSITY



# TABLE OF CONTENTS

Introduction .....	4
School of Nursing Approval/Accreditation.....	4
Nursing Programs Offered.....	4
CSU Channel Islands Mission Statement.....	5
Nursing Program Mission Statement.....	5
CSU Channel Islands Nursing Program Philosophy .....	5
Neuman Systems Model.....	6
QSEN Competencies	
Goals of the Baccalaureate Program .....	9
Program Objectives of the Baccalaureate in Nursing Degree .....	10
Outcome Criteria of the Baccalaureate Program.....	10-11
Student Information .....	16
General Admission Information .....	16
Supplemental Criteria to Determine Admission of Generic/Basic Track 1 Students .....	16-17
Pre-Nursing Course Admission Requirements Track II .....	25
Additional Program Specific Requirements .....	26
Additional Requirements for all Nursing Programs .....	26
Criteria for Program Continuance .....	27
Leave of Absence .....	27
Exiting the Program.....	27
Required Curriculum .....	28
Prerequisites for the Major .....	29
Preparatory Courses .....	29
Generic (basic) Bachelor of Science in Nursing Program.....	30
Advanced Standing Admission to the BSN Nursing Program .....	30
ADN to BSN and RN -BSN Program .....	30
LVN (Licensed Vocational Nurse) 30 Unit Option.....	33
System Wide Placement Test Requirement.....	34
Advisement for Nursing Majors .....	35
Course Registration .....	35
Adding/Dropping Courses .....	35
Grading Practices.....	36
Evaluation of Nursing Theory (Didactic) Courses .....	39
Grading Scale .....	39
Clinical Application .....	39
Student Promotion Policy .....	39
Criteria for Program Continuance and Repeating a Nursing Course .....	40
Dismissal Policy .....	40
Clinical Absence Policy.....	40
Probation and Re-admission.....	41
Academic Honesty.....	41
Turnitin/SafeAssign Policy.....	41
HIPAA Policy.....	41
Social Media Policy.....	44
Specific Requirements for Nursing Courses .....	48
Nursing Program Writing Guidelines	
Use of APA Guidelines .....	48

Admission to Clinical Labs .....	48
Physical Requirements for the Clinical Experience .....	48
Other Clinical Courses.....	48
Guidelines for Professional Image .....	52
Other Policies .....	53
Impaired Nursing Student Policy.....	53
Student Support Services.....	60
Educational Opportunity Program (EOP).....	60
Student Health Center.....	60
Community Medical Clinics.....	61
Student Health Insurance .....	61
Financial Aid and Scholarships Office .....	61
Scholarships .....	61
University Math and Writing Center .....	61
Policies and Procedures for Student Complaints/Grievances.....	63
Student Due Process .....	63
Course Grade Appeals.....	65
Organization of the Nursing Program .....	68
Committees.....	68
Extracurricular Activities .....	68
Honors and Awards upon Graduation .....	69
CSU Channel Islands Nursing Honor Society.....	70
Appendices .....	71
Code of Ethics for Nurses .....	72
1443.5. BRN Standards of Competent Performance.....	72
2725. Legislative Intent; Practice of nursing defined.....	73
2725.1. Dispensation of drugs or devices by registered nurse .....	75
2725.3. Functions performed by unlicensed personnel .....	75
Track I: Camarillo Curriculum .....	77
Track I: Cottage Curriculum .....	77
Request for a Letter of Recommendation from a Nursing Faculty Member.....	78
Policy and Procedure Regarding Student Pregnancy .....	79
Health Appraisal .....	80
Physical Examination .....	81
Tuberculosis Screening Information 2-Step TB Test .....	82
30 Unit Option Waiver .....	83
ATI Remediation Policy.....	84
Acknowledgement Policies, Procedures and Guidelines .....	87
Academic Senate Policy Commencement participation.....	88

## Introduction

---

### Purpose of the Student Handbook

The information in this handbook is a supplement to the University's General Catalog and is provided to facilitate students' progress through the nursing program. This handbook is available on the Nursing Program web page at <http://nursing.csuci.edu>. This handbook may be made available in electronic format or printed if desired. Every attempt is made to accurately reflect the policies of the program. Changes in policies will be posted on the nursing program web page.

### School of Nursing Approval/Accreditation:

The nursing program is approved by the California Board of Registered Nursing (BRN). The program is nationally accredited through the Commission on Collegiate Nursing Education (CCNE), the national accreditation agency of the American Association of Colleges of Nursing (AACN).

The accreditation agency is:

Commission on Collegiate Nursing Education  
One Dupont Circle NW, Suite 530  
Washington, DC 20036-1120  
(202) 887-8176  
<http://www.aacn.nche.edu>

The state approving agency is:

Board of Registered Nursing  
174 North Market Blvd  
Suite 150  
Sacramento, CA 95834  
(916) 322-3350  
<http://www.rn.ca.gov/>

### Nursing Programs Offered:

The Nursing Program offers the following degree programs;

Baccalaureate of Science in Nursing (BSN)

1. Bachelor of Science in Nursing -BSN for the generic (basic) student
2. ADN to BSN fast track for the student just completing an ADN program
3. RN to BSN for the returning RN student
4. Licensed Vocational Nurse - LVN 30 unit option

CSU Channel Islands Mission Statement

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

## **Nursing Program Mission Statement**

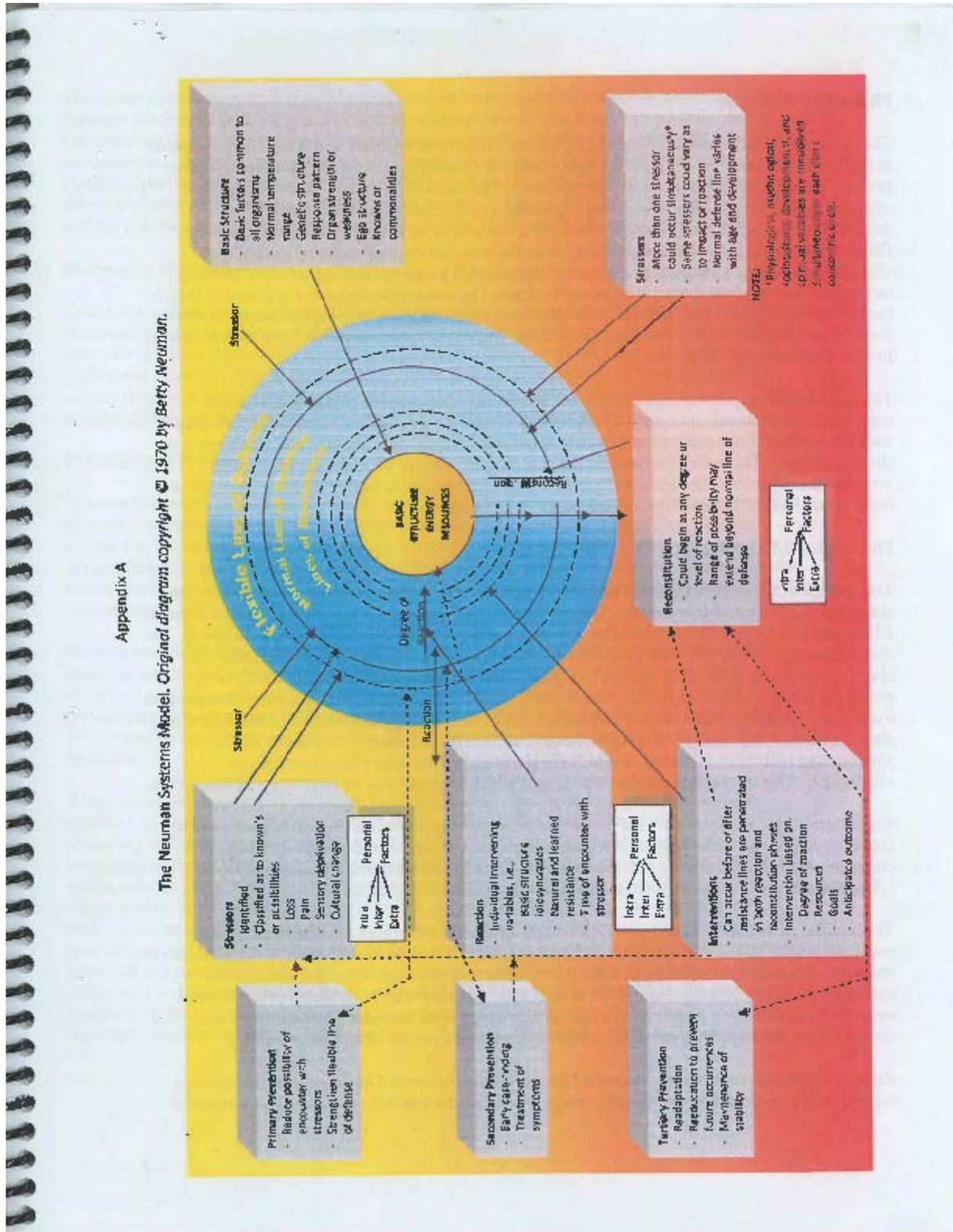
### **Mission Statement**

The mission of the faculty and staff of the nursing program is to prepare students for a career as a generalist in professional nursing practice that focuses on assisting patients/clients to achieve health or health related goals and to transition from a disease-oriented to a health oriented system of care. Faculty assists students, who acquire a liberal education within and across disciplines, through integrative approaches and specific knowledge and skills from nursing practice and theories to assume nursing leadership roles. Nursing faculty teach core competencies, such as applying research based knowledge, professional values and the technical skills to assume the professional nursing role. The roles of the professional nursing generalist are provider of care, teacher, patient advocate, designer/coordinator of care and member of the profession. Faculty articulate a philosophy in nursing in which nurses provide patient-centered care that identifies, respects and addresses patient's differences, values, preferences and expressed needs in hospitals, homes, and community-based setting.

## **CSU Channel Islands Nursing Program Philosophy**

The Nursing program's philosophy is congruent with the mission of the University and Neuman's conceptual model (Neuman, B., 2011 *The Neuman Systems Model*, 5<sup>th</sup> Edition Saddle River, NJ; Pearson) and the QSEN Quality and Safety Education in Nursing (2007) upon which the curriculum is based. The Neuman Systems model represents a comprehensive systems-based conceptual framework for nursing. The philosophical statements regarding person, environment, health, nursing, and nursing education are as follows (Figure 1):

# Neuman Systems Model



Philosophy of Person

The person may be defined as an individual, group, family or community and is the client recipient of health care. Within the Neuman systems model the client is represented within the system's perspective, wholistically and multi-dimensionally. The focus of nursing is on the client/client system which is a composite of variables (physiological, psychological, socio-cultural, developmental and spiritual), each of which are a sub-part of all the parts, forming the whole client. The client is viewed as a system, and thus the term can be used interchangeably with client/client system. The client as a system is composed of a core or basic structure of survival factors and surrounding protective concentric rings. The concentric rings are composed of similar factors, yet serve varied and different purposes in retention, attainment, or maintenance of system stability and integration or a combination of these. The client is considered an open system in total interface with the environment.

The client is seen as possessing a central core structure (physiological, psychological, socio-cultural, developmental and spiritual) consisting of basic survival factors common to the species, such as variables contained within it, innate or genetic features and strengths and weaknesses of the system parts. There are, surrounding the central core, a line of resistance or protective mechanisms to protect the basic structure or client/client system integrity. Surrounding that core is the normal line of defense which is the usual wellness state.

### **Philosophy of Environment**

The concept of the environment is a central theme to the discipline of nursing and is reflected in the Neuman conceptual frameworks. The environment, according to Neuman, is broadly defined as all internal and external factors or influences surrounding the identified client or client system. The client is surrounded by a flexible line of defense that acts as a protective buffer system for the client's normal state. The client may influence or be influenced by environmental forces either positively or negatively at any given point in time. A particular stressor with a negative outcome for a client at a particular point in time may not always be noxious. The adjustment of the system may alter the client's response pattern. Input, output, and feedback between the client and the environment is circular in nature, in which the client and environment have a reciprocal relationship. This interaction produces outcomes which are corrective or regulatory for the system.

Single or multiple stressors have the possibility of disrupting the normal line of defense, causing the client to present with symptoms of illness. In all lines of defense and resistance there are elements which are similar, but with specifics functionally related to the five client variables (physiological, psychological, socio-cultural, developmental and spiritual).

The internal environment consists of all forces or interactive influences internal to or contained solely within the boundaries of the client/client system and correlated with intrapersonal factors or stressors. The external environment consists of all forces or interactive forces external to or existing outside the defined client/client system and correlates with both the models inter-and extra personal factors or stressors. In the model, environmental exchanges are identified as to their nature and possibility for influencing changes in the client's perceived state of wellness.

Another important environment identified by Neuman is the created environment; this concept represents the open system exchanging energy with both the internal and external environment. This created environment, developed unconsciously by the client, is a symbolic expression of the system's wholeness. In other words, it acts as an immediate or long-range safe reservoir for existence or maintenance of system integrity expressed consciously or unconsciously. This created environment is dynamic and represents the client's unconscious mobilization of all systems variables (particularly the psycho-sociocultural) in which the mobilization of these

systems is inherently purposeful. Nursing's role is to evaluate internal and external factors affecting the client and the potential interrelationships that these variables have on the client's state of health.

## **Philosophy of Health**

Health is a continuum of wellness to illness, dynamic in nature and one that is constantly subject to change. Optimal wellness, or stability, indicates that the total system needs are met. A reduced state of wellness is the result of unmet systemic needs. The client is in a dynamic state of either wellness or illness, in varying degrees, at any given point in time. Variances from wellness or varying degrees of instability are caused by stressor invasion of the normal line of defense. The goal of nursing is to maximize optimal system stability or health of the client.

## **Philosophy of Nursing**

Nursing is a unique profession concerned with all variables affecting clients in their environment. The nurse works in keeping the client systems stable. He/she accomplishes stability through accuracy in both assessing the effects and possible effects of environmental stressors and assisting in the client adjustment required for optional level wellness. Nursing actions are initiated to best retain, attain, and maintain optional client health or wellness using primary, secondary and tertiary preventions as interventions.

Nursing is a health related profession which utilizes evidence-based practice to guide clinical decisions and interventions. As an applied science, nursing utilizes theories from its own discipline, as well as other sciences, to explain phenomena encountered in client care and to provide rationale for and to explicate appropriate nursing interventions in particular situations. Theory and research are essential components in the advancement of nursing as a professional discipline.

A baccalaureate program in Nursing prepares generalists who, by utilizing a comprehensive approach to health care, can assist individuals, families, groups, and communities in primary, secondary and tertiary prevention. Generalists practice in a variety of health care settings, including the hospital or acute care settings, long term care settings such as rehabilitation, hospice and in assisted living environments. Nurses also practice in the community, including community clinics, public health service sites, home health and respite care settings. The essential roles of professional nursing are as a client advocate, teacher, provider of care, researcher, and as a practitioner who coordinates care and/or collaborates with other health professionals. In these roles, and as a member of the profession, nurses engage in making clinical judgments, in forming policy, and in the design and implementation of plans for the improvement of health care services. Members of the profession are expected to act responsibly, always mindful of public trust. Self-regulation to assure quality in performance is at the heart of Nursing's relationship with society.

## **Philosophy of Nursing Education**

The California State University Channel Islands mission is to place students at the center of the educational experience and provide undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizing experiential and service learning and graduating students with multicultural perspectives.

The Nursing program, as part of the university, resides in a community populated by people from multiple ethnic and cultural backgrounds. A goal of the nursing program will be to recruit a student population which is representative of the ethnic and cultural diversity in the local community and to prepare its students to serve

the nursing needs of this culturally diverse society. Students, endowed with the capacity for self-direction, are ultimately responsible for their own learning and self-development. It is anticipated that students will vary in aptitude, learning style, motivation, cultural orientation and other individual differences. Assessment of these factors provides the faculty member with a basis for the selection of the most appropriate teaching-learning strategies and for referral to the multiple campus resources and services available, should the student have academic or personal issues needing support and/or assistance.

The foundation for understanding the self and others will be provided through a balanced program of arts and humanities, social and biological sciences, and professional courses. Critical thinking will be developed through application of problem-solving methods in clinical practice, where analysis, including the weighing of alternatives in selecting a course of action, will be applied. Essential to the preparation of the professional nurse is the development of communication skills, cultural competency, professional values, ethical principles, and the technical expertise in assessment and clinical intervention. Effective social interaction, therapeutic communication and mastery of the technical skills are among the fundamental aptitudes needed by the professional nurse. An essential component of comprehensive nursing care is a concentration on health promotion and disease prevention.

The role of service learning and service to the community will be emphasized with projects and learning experiences which concentrate on giving back to the community. Service learning is a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility and strengthen communities while students engage in reflective activities concerning the benefits of the experience. Such service learning activities will provide the basis for the nurses' professional commitment to volunteerism as a graduate.

The role of the faculty member will be to serve as an instructor, role model, preceptor, resource person, motivator and facilitator. Faculty members will be expected to combine teaching with other professional activities, such as ongoing clinical practice, scholarly publications and presentations, and research. Establishment of partnerships with local health care agencies will promote the development of faculty practice opportunities, collaborative research projects and joint appointments.

## **Goals of the Baccalaureate Program**

### **Goals**

The primary goals of the baccalaureate nursing program are to prepare professional nurse generalists who collaborate with other members of the health care team, take leadership roles in providing care to individuals, families and groups in institutional and community settings, and establish the foundation for graduate education in nursing. The curriculum is designed to stimulate self-directed study, creative expression, and understanding of self and others. Critical thinking, synthesis and application of concepts drawn from the arts and humanities, natural and social sciences, personal and professional ethics and accountability will be stressed in the program.

The goals of the program include producing graduates who can use scholarship for evidence based practice, use technical skills and demonstrate the professional values such as altruism, autonomy, human dignity, social justice and caring and who respect patients differences, values, preferences and expressed needs.

## **Program Objectives of the Baccalaureate in Nursing Degree**

### **Program Learning Outcomes**

At the completion of the program the student will:

1. Complete a liberal education that creates a critical thinker who demonstrates intellectual curiosity, rational inquiry and the ability to problem solve.
2. Demonstrate knowledge, skills and attitudes in leadership, quality improvement, and patient safety in order to provide high quality healthcare.
3. Integrate evidence of current best practice in the professional nurse as provider of care, teacher, patient advocate, designer/coordinator of care and member of the profession in a variety of settings.
4. Demonstrate knowledge, skills and attitudes regarding information technology, information systems and communication devices that support safe nursing practice.
5. Identify and participate in change techniques in healthcare policy, finance and regulatory environments, including local, state national and global healthcare trends.
6. Apply effective inter-professional communication and collaboration with health professionals to provide high quality and safe patient-centered care.
7. Identify and evaluate population health issues by focusing on health promotion, disease and injury prevention across and throughout the life span including assisting individuals, families, groups, communities and populations.
8. Practice core values within an ethical and legal framework for the nursing profession.
9. Plan and provide culturally competent nursing care to patients at various levels including individual, families, groups, communities and populations across the life span and the continuum of healthcare environments and populations.
10. Demonstrate effective communication skills conveying accurate information in oral, written and presentation formats.

Accepted by faculty January 16, 2015

## Outcome Criteria of the Baccalaureate Program

The program outcomes criteria for the baccalaureate program have been developed to establish the parameters of measurable indicators of student success. The program outcome criteria include acquisition of content and clinical practice standards that are operationalized into five specific nursing roles suggested by the American Association of Colleges of Nursing AACN (*Standards for Accreditation of Baccalaureate Education for Professional Nursing Practice, 2013*). These nursing roles are; provider of care, teacher, advocate, coordinator of care, and member of the nursing profession. Quality and Safety Education in Nursing QSEN competencies are imbedded in the roles of the nurse.

Two levels of program outcome criteria have been developed based on these roles. Generic students are expected to meet the Level I outcome criteria after successful completion of sophomore, and first semester junior level generic nursing courses. Since these Level I outcome criteria represent a basic minimum level of competencies, RN transfer students are admitted to the program with the expectation that they are able to meet these, and in some cases, exceed these outcome criteria. This expectation is based on their prior educational experience and maturation, as a result of their clinical practice.

The Level II outcome criteria reflect a level of competence beyond the minimum level of competencies and represent a level of performance expected by a baccalaureate graduate nurse. These outcome criteria are consistent with the competencies of the baccalaureate nurse suggested by the AACN (*Standards for Accreditation of Baccalaureate Education for Professional Nursing Practice, 2013*). Both generic and transfer RN students are expected to meet the Level II outcome criteria at the successful completion of specific senior nursing courses in the baccalaureate program.

The organizational framework of the CSU Channel Island's nursing program depicts the core of the model as the Client System with the circular rings of environment and culture expressed as the internal and external stressors that influence the client. This is depicted graphically in the organization framework diagram which follows. The role of health on the health illness continuum is portrayed as the ability of the client to maintain health to maintain system stability. In depicting the role of the nurse the model uses the concepts of the art and science of caring, evidence based practice, nursing science, technology and nursing process in carrying out nursing role. The roles of the nurse are further defined as follows according to first and second level curriculum.

### Level I: Basic Practice Level Outcome Criteria

Given an individual, family, and individual with simple variances from wellness, the student will:

#### **As a Provider of Patient Centered Care**

1. Demonstrate skills in physical assessment and obtaining a health history, in written and verbal communication for planning and documenting patient care, and in the provision of standard direct and indirect therapeutic nursing interventions.
2. Utilize the nursing process and evidence based knowledge to develop, implement and evaluate a plan of care, in cooperation with other members of the health care team, within structured health care delivery situations.
3. Perform nursing interventions that reflect critical thinking ability based on the ability to integrate concepts from biological, behavioral, natural, and nursing science to correctly identify client health deviations.
4. Demonstrate knowledge of patient safety to minimize risk of harm to patients and providers through system effectiveness and individual performance by describe general categories of errors and hazards in care and demonstrate effective use of strategies to reduce risk of harm to self and other.

#### **As a Teacher**

1. Demonstrate knowledge of basic principles of the teaching-learning process.
2. Identify client's learning needs, capabilities and limitations, select appropriate information, materials and strategies based on standardized teaching protocols, and evaluate and document outcomes relative to client education.
3. Use an evidence base to analyze how human behavior is influenced by culture, race, religion, gender, life style and age and how these factors shape health care practices.
4. Assess the level of knowledge and expectations of the patient family and in the treatment plan of the client and provide patient centered care by removing any barriers to participation of the family in the integration of care.

#### **As an Advocate and Provider of Patient Centered Care**

1. Provide patient centered care in a culturally competent and sensitive care manner that is respectful of the client's privacy, and preserves the client's confidentiality.

2. Identify rights and responsibilities of the client as health care consumer, and support fairness and non-discrimination in the delivery of care.
3. Demonstrate teamwork and collaboration by participating in client care conferences, communicating the client's needs and preferences to other health care providers.
4. Utilize effective communication in each step of transition of care and initiate effective treatment to relieve pain and suffering in light of patient's values, preferences, and expressed needs.

#### **As a Coordinator of Care and Member of the Healthcare Team**

1. Articulate one's own scope of practice as it relates to coordination of patient care.
2. Identify the roles of other health care providers and communicate appropriately with them to facilitate optimum care.
3. Use evidence based practice to compare and contrast the relationship between standards of nursing care outcomes, quality assurance monitoring, and the provision of cost-effective services to clients.
4. Function effectively within nursing and inter-professional teams by describing the scope of practice and roles of health care team members, communicating competently within the nurse's scope of practice as a team member while identify system barriers and facilitators of effective team functioning.

#### **As a Member of the Profession**

1. Explain the standards and scope of professional nursing practice and the role of major nursing organizations and regulatory bodies.
2. Develop personal goals for professional development and assess own capabilities and limitations, accepting accountability for one's own actions.
3. Demonstrate understanding of the limits of one's own scope of practice and adhere to practice regulations.
4. Use data to monitor the outcomes of care process and use improvement methods to design and test changes to continuously improve the quality and safety of health care system by using tools to make the processes of care explicit and use of technology and information management tool to support safe processes of care.

#### **Level II: Summative Professional Level Outcome Criteria End of Program Outcomes**

Given a client (individual, family, group, aggregate or community) with complex stressors across multiple settings, the student will:

#### **As a Provider of Care of Patient Centered Care**

1. Demonstrate the knowledge and skills and attitudes to holistically evaluate client needs across the lifespan including a spiritual, cultural, social, cognitive and psychological assessment and a comprehensive physical examination.
2. Use an evidence based approach to determine client optimal level of wellness, and interpret and utilize quantitative data via a scientific process for problem solving. Develop, implement, and evaluate a plan of care in collaboration with the client and other health care providers which promotes maximum health and well-being.
3. Demonstrate the ability to use professional communication within the client-nurse relationship and mastery of core clinical skills and techniques required for the delivery of safe and competent nursing care.
4. Implement a program of patient safety and minimize risk of harm to patients and providers through system effectiveness and individual performance by participation in analysis of errors including root cause analysis and use of patient safety goals to focus attention on safety in care settings.

### **As a Teacher**

1. Demonstrate the ability to comprehensively assess the predictive risk factors and the adequacy of an individual's health information that may influence the health and well-being of a client.
2. Develop, implement and evaluate a comprehensive health education plan for a specific client that includes strategies for health promotion, risk reduction, and disease prevention across the life span.
3. Incorporate client strategies to recognize and manage the key physical and psychological symptoms related to disease states and/or the therapeutic regimen in the teaching plan.
4. Integrate understanding of patient centered care including assessment of patient/family/community preferences, coordination and integration of care, and education involving the patient family and friends including how the ethnic, cultural background influences the patient's return to the community.

### **As an Advocate and Provider of Patient Centered Care**

1. Provide patient centered care by developing a plan of care in partnership with the client and their families, and respect the right of the client to make decisions about health care but provide information so clients can make informed choices.
2. Communicate with the clients their rights and responsibilities as health care consumers, continuously monitor their ability to exercise their rights and make decisions, and act as their spokesperson if needed.
3. Demonstrate leadership by working with other health care professionals who are brokering and negotiating for client needs and preferences, in keeping with the provision and delivery of the plan of care.
4. Collaborate with the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patients preferences through exploration of

the ethical and legal aspects of patient-centered care and the principles of effective community with patients and families.

### **As a Coordinator of Care and Member of the Health Care Team**

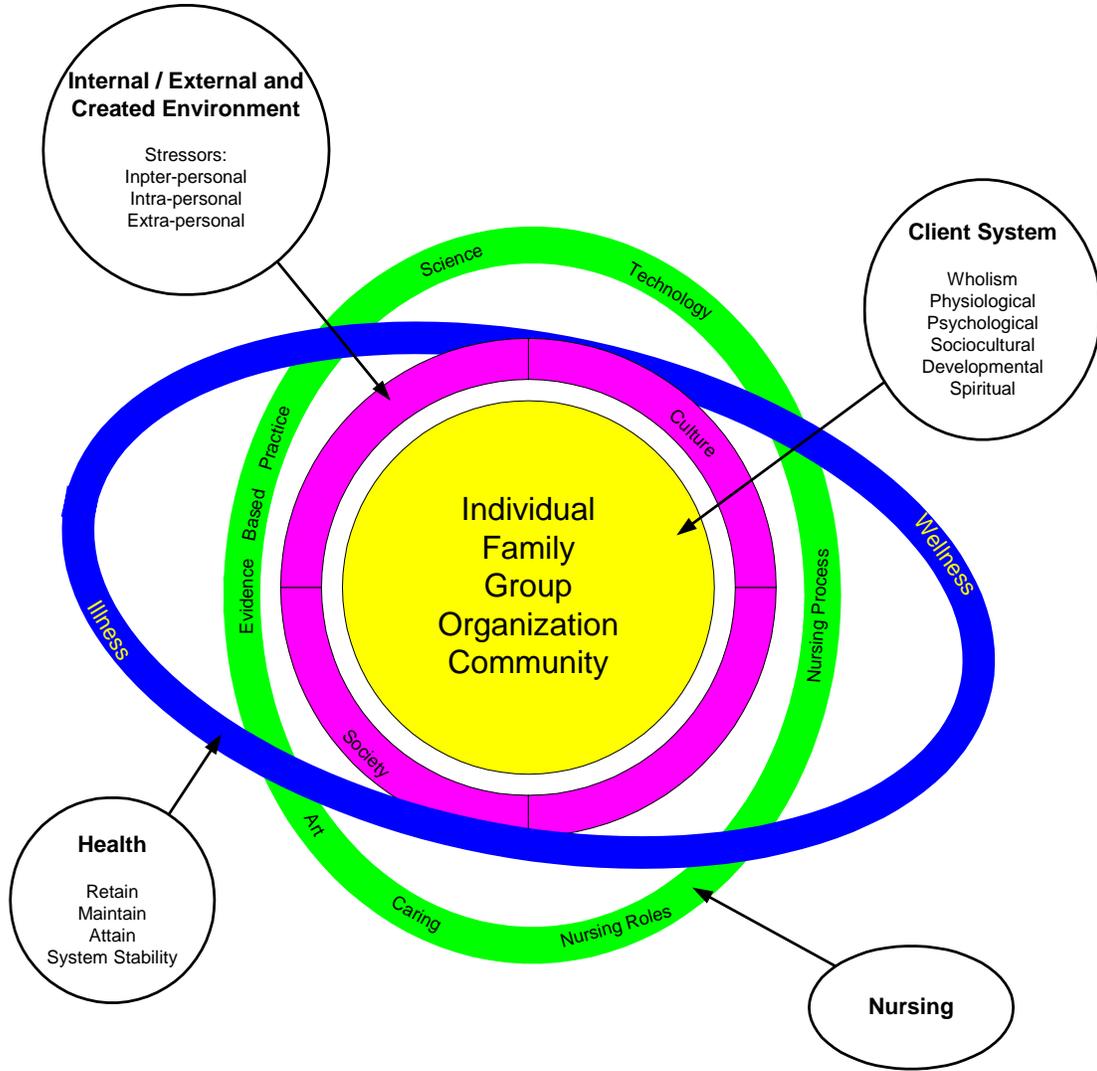
1. Design, coordinate, manage and evaluate the outcomes of nursing care using evidence based practice for clients from vulnerable populations, to maximize independence and quality of life.
2. Direct, organize and evaluate outcomes of care by other health care providers, as a member of a team and secure appropriate community resources to provide cost-effective services.
3. Delegate and supervise the nursing care given to the client by others while retaining accountability for the quality of care and safety within one's own scope of practice.
4. Function effectively within nursing and the inter-professional team by clarifying roles and accountabilities within team member functioning, demonstrate communication practices that minimize risks associated with handoffs among providers, and participate in critiquing systems that support effective teamwork.

### **As a Member of the Profession**

1. Incorporate practice standards and accountability within the legal and ethical standards of the profession of nursing.
2. Negotiate and advocate for the role of the professional nurse as a member of the interdisciplinary health care team.
3. Participate in professional organizations to continue personal development and for the advancement of the profession.
4. Use data to monitor outcomes of care processes and improvement methods to use measures to evaluate the effect of change and seek information about outcomes of care for populations served in the care setting using information management tools to monitor outcomes of care processes.

### **Organizational Framework**

# Organizational Framework



## Student Information

---

### General Catalog

Information about admissions requirements, registration, student activities and academic policies is available in the university catalog via the University website at <http://www.csuci.edu>. The general catalog contains official policies and regulations about admissions, fees, refund policies, student services, policies and procedures for graduation. The requirement for undergraduate programs and descriptions of all university courses with their pre- and co-requisites are included. Familiarity with university rules and regulations published in the catalog is the responsibility of the student. Student should refer to of the catalog located on the [www.csuci.edu](http://www.csuci.edu) website under which they were admitted for future reference.

### General Admission Information

The University functions on the semester system with two fifteen week semesters (fall and spring) and two summer sessions (five week).

### Admissions Policy

The procedures for admission to the university can be found in the general catalog and/or on the university web site. For university admissions see the enrollment services website at <http://www.csuci.edu>. The student should also access the nursing program website at <http://nursing.csuci.edu> for detailed information concerning admission to the university and various nursing academic programs.

Special Nursing Admissions Information: Admissions as a nursing major is a two-step process:

1. Admission to the university
2. Admission to the nursing program

Admission to the University does not guarantee admission into any of the specific nursing programs available at CSU Channel Islands. There are separate supplemental admission processes required to enter each of the proposed nursing programs. Students are referred to the Nursing Program website for specific admission information for the generic BSN, Track I, LVN 30 Unit Option, LVN to RN and RN to BSN programs. Applicants to the university will be admitted as pre-nursing students until they have been evaluated by the nursing admissions committee and admitted into the nursing program. Students admitted as pre-nursing students will have two academic years to either be admitted into the nursing program or change their major. After acceptance into the nursing program, the student must declare their major as nursing.

### Supplemental Criteria to Determine Admission of Generic/Basic Track I Camarillo Campus Students (Revised and approved by CSU Chancellor's Office 2.27.14)

In the 2006-07 academic year, and every year since, nursing was declared an impacted program by the CSU Chancellor's Office. An impacted program has more qualified students seeking admissions to the program than can be accommodated given the allocated resources. To determine which students will be admitted to the generic/basic Track I program, student applicants will be rank ordered for admission according to the approved supplemental criteria. The following is the point structure approved by the Chancellors Office up to 51 possible supplemental points can be earned. Students must still meet the minimum prerequisite course requirement for

admission to be eligible for admission to the Generic/Basic Program. RN to BSN, LVN 30 unit option are exempt from supplemental criteria.

Student applicants will be rank ordered for admission according to the following point structure. Up to 51 possible supplemental criteria points can be earned. Students must still meet the minimum prerequisite course requirements for admission to be eligible for admission to the Generic/Basic Program. Points will be awarded based on coursework and volunteer/work experience hours completed **at the time nursing application is submitted.**

**Grade point average in Pre-Nursing Core course or equivalents: 10 points maximum**

The cumulative grade point (GPA) is required for six of the eight Pre-Nursing Core courses (or their equivalents):

Course #	Class	Course #	Class
BIOL 210	Human Anatomy & Physiology I	CHEM 110	Chemistry of Life
BIOL 211	Human Anatomy & Physiology II	COMM 101	Public Speaking
BIOL 217	Medical Microbiology	ENGL 105	Composition and Rhetoric I

Statistics and completion of the critical thinking requirement are prerequisites for admission, but will not be used in the computation for Prerequisite GPA.

The GPA is computed by averaging the grades earned in the courses with all courses equally weighted. If a course is repeated, both grades are averaged in computing GPA. For a “W” (Withdrawal) from a prerequisite 1 point will be subtracted for all withdrawals within the previous 5 years. Prerequisites may be in progress during semester application is submitted and will be calculated as a “B” pending receipt of final transcript(s). Courses cannot be taken more than twice. The minimum acceptable GPA is 2.5.

GPA	Points
2.50 - 2.75	0 points
2.76 - 2.99	2 points
3.00 - 3.24	4 points
3.25 - 3.49	6 points
3.50 - 3.75	8 points
3.76 - 4.00	10 points

**Overall Cumulative Grade Point Average (GPA): 6 points maximum**

GPA	Points
2.50 - 2.75	1 point
2.76 - 2.99	2 points
3.00 - 3.24	3 points
3.25 - 3.49	4 points
3.50 - 3.75	5 points
3.76 - 4.00	6 points

### English Language Proficiency: 6 points maximum

Completion of the standardized Test of Essential Academic Skills (TEAS) version V produced by Assessment Technologies Inc (ATI) is mandatory for all applicants. Points will be assigned for the earned scores for reading and English skills according to the following point structure. Students are expected to score above the 40th percentile in all four content areas (reading, English, math, and science), but points are awarded on percentile score in Reading, English and Math.

*Point Subscale scores for English & Reading:*

TEAS V National Percentile Rank	Reading	English
≤ 40	0	0
41-64	1	1
65-79	2	2
≥ 80	3	3

### Basic Math Proficiency: 5 points maximum

Completion of the standardized Test of Essential Academic Skills (TEAS) produced by the Assessment Technology Inc. (ATI) is mandatory. Points will be assigned using the following point structure.

*Point Subscale for Math:*

National Percentile Rank	Math
≤ 40	0
41-47	1
48-54	2
55-62	3
63-70	4
> 70	5

### Proficiency in a Second Language: 6 points maximum

Six (6) points are earned by meeting any of the following criteria in Spanish. A maximum of four (4) points are earned for meeting the following criteria in one or more languages other than Spanish.

- Successfully receiving scores of 68 (scaled) and 78 (raw) on the College Board CLEP (College-Level Examination Program).
- A diploma of high school equivalency of one semester of course work from a university outside the U.S. from an institution in which the instruction of the courses completed was provided in language other than English.

- American Sign Language (ASL): Four (4) points awarded for ASL certification. Three (3) points awarded for documentation showing completion of a college level intermediate ASL course.

**Previous Education: (4 points)**

Previously completed a baccalaureate or higher degree: 4 points

**Military Experience (4 points)**

Military Service; discharged under honorable conditions within the last five (5) years: 4 points

**Work Experience: (4 Points)**

Previous experience in a health care setting as an employee, minimum of 200 hours: 4 points

Or

Previous volunteer experience in a related health care setting:

Hours	Points
50-100	1 point
101-200	2 points
>200	3 points

- Previous work experience or volunteer service must be verified by a letter from the employer or volunteer coordinator, and include the amount of volunteer hours served and duties performed by the February deadline
- Students may use work experience as a volunteer or employee but not both.
- Acceptable work experience includes employment in fields such as: Licensed Vocational Nurse (LVN), Certified Nursing Assistant (CNA), Respiratory Therapist (RT), Emergency Medical Technician (EMT), Medical Assistant (MA), Psychiatric Technician or medic/corpsman.
- Other work experience will be evaluated on an individual basis.

Local qualifying volunteer opportunities include but are not limited to: TLC Home Hospice (Loving Heart Hospice Foundation) and COPE Health Solutions Clinical Care Extender Internship (St. John’s Regional Medical Center, St. John’s Pleasant Valley Hospital).

**Residency in preferred geographic areas: 4 points**

Residency will be based on the last school attended within the following college/university and public school districts (the same geographical boundaries apply to non-public schools)

Or

Permanent Residency in Ventura County, Southern Santa Barbara County (Goleta, and Santa Barbara), Northern Los Angeles County (Agoura, Oak Park, Westlake and areas in Las Virgenes School District)

Or

Current CSU Channel Island student: **6 points**

High school participation in regional health science or bioscience academy: **2 points**

High school students who have successfully completed a regional health or bioscience academy as validated by a letter of recommendation from the program director/academic Chair or lead instructor of the program or academy.

**Supplemental Criteria to Determine Admission of Generic/Basic Track I Goleta Campus Students (Updated 4.28.14 approved by CSU Chancellors Office)**

Student applicants will be rank ordered for admission according to the following point structure. Up to 51 possible supplemental criteria points can be earned. Students must still meet the minimum prerequisite course requirements for admission to be eligible for admission to the Generic/Basic Program. Points will be awarded based on coursework and volunteer/work experience hours completed **at the time nursing application is submitted.**

**Grade point average in Pre-Nursing Core course or equivalents: 10 points possible**

The cumulative grade point (GPA) is required for six of the eight Pre-Nursing Core courses (or their equivalents):

Course #	Class
BIOL 210	Human Anatomy & Physiology I
BIOL 211	Human Anatomy & Physiology II
BIOL 217	Medical Microbiology
CHEM 110	Chemistry of Life
COMM 101	Public Speaking
ENGL 105	Composition and Rhetoric I

Statistics and completion of the Critical Thinking requirement are prerequisites for admission, but will not be used in the computation for Prerequisite GPA.

The GPA is computed by averaging the grades earned in the courses with all courses equally weighted. If a course is repeated, both grades are averaged in computing GPA. For a “W” (Withdrawal) from a prerequisite, 1 point will be subtracted for all withdrawals within the previous 5 years. Prerequisites may be “in progress” during semester application is submitted and will be calculated as a “B” pending receipt of final transcript. Courses cannot be taken more than twice. The minimum acceptable GPA is 2.5.

GPA	Points
2.50 - 2.75	0 points
2.76 - 2.99	2 points
3.00 - 3.24	4 points
3.25 - 3.49	6 points
3.50 - 3.75	8 points
3.76 - 4.00	10 points

**Overall Cumulative Grade Point Average (GPA): 6 points possible**

GPA	Points
2.50 - 2.75	1 point
2.76 - 2.99	2 points
3.00 - 3.24	3 points
3.25 - 3.49	4 points
3.50 - 3.75	5 points
3.76 - 4.00	6 points

**English Language Proficiency: 6 points possible**

Completion of the standardized Test of Essential Academic Skills (TEAS) produced by Assessment Technologies Inc (ATI) is mandatory for all applicants. Currently, we are only accepting version V. Points will be assigned for the earned scores for reading and English skills according to the following point structure. Students are expected to score above the 40th percentile in all four content areas (reading, English, math, and science), but points are awarded on percentile score in Reading, English and Math.

*Point Subscale scores for English & Reading:*

National Percentile Rank	Reading	English
< 40	0	0
41 - 64	1	1
65 - 79	2	2
80 or above	3	3

**Basic Math Proficiency: 5 points maximum**

Completion of the standardized Test of Essential Academic Skills (TEAS) produced by the Assessment Technology Inc (ATI) is mandatory. Points will be assigned using the following point structure.

*Point Subscale for Math:*

National Percentile Rank	Math
< 40	0
41 - 47	1
48 - 54	2
55 - 62	3
63 - 70	4
> 70	5

### Proficiency in a Second Language: 4 points possible

Four (4) points are earned by meeting any of the following criteria in Spanish. A maximum of two (2) points are earned for meeting the following criteria in one or more languages other than Spanish. Documentation must display a five (5) year recency to the date of prospective admittance into the Nursing Program.

- Successfully receiving scores of 68 (scaled) and 78 (raw) on the College Board CLEP (College-Level Examination Program).
- A diploma of high school equivalency of one semester of course work from a university outside the U.S. from an institution in which the instruction of the courses completed was provided in language other than English.
- American Sign Language (ASL): Two (2) points awarded for ASL certification. One (1) point awarded for documentation showing completion of a college level intermediate ASL course(s) with a “C” or better.

### Previous Education: (4 Points possible)

Previously completed a baccalaureate or higher degree: 4 points

### Military Service: (4 Points possible)

Military Service, discharged under honorable conditions within the last five years: 4 points

### Work Experience: (4 Points possible)

Previous experience in a health care setting as an employee, minimum of 200 hours: 4 points

Or

### Volunteer Experience:

Previous volunteer experience in a related health care setting:

Hours	Points
50-100	1 point
101-200	2 points
>200	3 points

- Previous work experience or volunteer service must be verified by a letter from the employer or volunteer coordinator, and include the amount of volunteer hours served and duties performed by the August 31 deadline.
- Students may use work experience as a volunteer or employee but not both.
- Acceptable work experience includes employment in fields such as: Licensed Vocational Nurse (LVN), Certified Nursing Assistant (CNA), Respiratory Therapist (RT), Emergency Medical Technician (EMT), Medical Assistant (MA), Psychiatric Technician or military medic/corpsman.
- Other work experience will be evaluated on an individual basis.

### Residency in preferred geographic areas: 6 points possible

Residency in Santa Barbara County.

### Pre-Nursing Course Admission Requirements

The following CSU eight pre-nursing core classes have been adopted by all CSU nursing programs. A grade of C (2.0) or better is required in each of these pre-nursing core courses for admission to all the CSU Channel Islands nursing programs leading to a baccalaureate degree. The only program exception that does not have to complete the pre-nursing core classes is the LVN to RN 30-unit option. This program does not lead to a Baccalaureate of Science in Nursing.

### Pre-nursing Core Courses

#### Sciences

- Anatomy with a laboratory\* (4 Units)
- Physiology with a laboratory\* (4 Units)
- Integrated Chemistry with a laboratory\*\* (4 Units) Also accepted: General, Organic, or Inorganic Chemistry with associated lab. (No introductory level Chemistry accepted)
- Microbiology with a laboratory (4 Units)

#### General Education

- Statistics
- English
- Oral Communication
- Critical thinking

\* Two combined courses in Anatomy and Physiology worth 8 units acceptable

\*\* Course content covers inorganic, organic and essentials of biochemistry

### **Additional Program Specific Requirements**

The additional admissions requirements for specific programs are as follows:

#### Track I/Generic Program:

This program leads to a baccalaureate in Nursing (BSN). Upon program completion, students are eligible to sit for the NCLEX State Board Exam (RN License Exam). This program is intended for students who do not hold an RN (Registered Nurse) or LVN (Licensed Vocational Nursing) license. In addition to ranking on supplemental criteria and completion of pre-nursing core classes the students admitted to the generic program must also meet the following:

Pre-nursing majors must apply and be accepted into the nursing program to be eligible for the lower division nursing courses and must have an overall GPA of 2.5 or greater in the nursing major prerequisite courses with no grade lower than a C (2.0)

Track 1 Generic (Camarillo Campus): The Track 1 students complete all of their nursing courses at CSU Channel Islands. (See Appendix for Track 1 Curriculum). Students in this track complete one summer session the summer after the sophomore year and the summer after the junior year. CSU Channel Islands at Cottage Health System (See appendix for Track 1 Cottage Curriculum) students in this track are admitted in spring and complete 2.5 years including 2 summer sessions.

#### LVN to BSN (Advanced Placement)

This program is for licensed vocational nurses (LVN's) who have completed previous vocational nursing coursework at a regionally-accredited institution and have or will be eligible to acquire a valid California LVN

license. Upon program completion, students are eligible to sit for the NCLEX State Board Exam (RN License Exam). Additional requirements include:

1. LVN to BSN nursing students must complete the nursing major prerequisite courses with no grade lower than C (2.0)
2. Students pursuing the LVN to BSN program can be admitted to the University as pre-nursing majors to complete any nursing major courses and support courses. LVN to BSN Nursing students will be admitted to nursing courses on a space available basis.

#### Track II RN to BSN

This program is for licensed registered nurses (RN's) who have completed previous nursing coursework at a BRN approved and regionally-accredited institution and has or will be eligible to acquire a valid California RN license. Additional requirements include:

1. RN to BSN students must complete the nursing major prerequisite courses with no grade lower than a C (2.0).
2. Students pursuing the RN to BSN Program can be admitted to the University as pre-nursing students to complete any nursing major prerequisite courses and support courses.
3. Students must be admissible to the University <http://www.csuci.edu/admissions/index.htm>. Additional 6 units upper division support courses, 3 units upper division elective courses, 7 units GE elective or 4-year college level courses, and 6 units American Institutions.

#### Track II ADN to BSN Fast Track 14 month

This program is designed for the associate degree nurse who has successfully completed (or will complete by May) a nursing program at the ADN level and is seeking a Bachelor of Science Nursing. Additional requirements include:

1. ADN to BSN students must be eligible to take the NCLEX examination or have a nursing license to practice in the state of California.
2. Required to meet the 45 units of mandatory lower division GE courses either by transferable work or certification of GE requirements by previous institution.
3. Students must be admissible to the University <http://www.csuci.edu/admissions/index.htm>
4. Additional 6 units upper division support courses, 3 units upper division elective courses, 7 units GE elective or 4-year college level courses, and 6 units American Institutions.

#### **Additional Requirements for all Nursing Programs**

1. Students in the nursing program must pass a physical health examination and demonstrate a sufficient immunization record consistent with that required of clinical placement agencies utilized by CSU Channel Islands.
2. Students will be required to verify a negative background check including statewide, county and federal screening before placement in a healthcare agency for clinical assignments. Background checks are also required for persons seeking a nursing license in the State of California. Students who have reason to believe that a background check would reveal a prior misdemeanor or felony conviction should seek to have these matters expunged from their record if possible and/or seek another career path. In addition students, upon applying to the BRN for licensure will be required to declare any criminal activity which may affect their ability to be licensed. See the California BRN website for specifics on licensing information <http://www.rn.ca.gov/>

3. To be admitted to the nursing major, students will be expected to perform or within reasonable accommodations, demonstrate proficiency in specific core performance standards in the following five categories:
  - a. Critical thinking ability sufficient for clinical judgment
  - b. Interpersonal abilities sufficient to interact with individuals, families and groups
  - c. Communication abilities sufficient for verbal and written interaction
  - d. Physical ability to move from place to place and demonstrate manual dexterity and eye-hand coordination
  - e. Demonstrate auditory, visual, tactile and olfactory ability sufficient to assess and monitor patients safely.\*

\* See a more detailed explanation on pp 47-48.

The academic advisor for the nursing program working with the Office of Disability Resource Program in the Educational Access Center will assist students in determining what accommodations will be needed to enable students to meet these standards.

### **Criteria for Program Continuance PROMOTION AND RE-ENTRY**

The criteria for continuance as a nursing major in any of the programs are as follows:

1. Students in the nursing major must attain grades of C/Pass (2.0) or better in all required nursing and preparatory to the major courses.
2. Nursing courses and preparatory courses for which the student earns less than a grade of C/Pass (2.0) may be repeated once with the consent of the instructor, but only on a space available basis.
3. Students who fail a nursing class are to be given a learning contract by the nursing Program Chair. The learning contract is developed in collaboration with the clinical and didactic instructor, and is intended to assist in the success of the student upon their return.
4. Failure in a clinical class will require repeat or successful completion of the concurrent didactic course, and vice versa (Carole Ferrari)
5. Re-entry after a failed course is based on space available and successful completion of the learning contract.
6. Re-entry is based on completion of the learning contract. Students are responsible for collection and submission of all evidence by the date on the contract.
7. Students in the nursing major must maintain good academic standing. Students on academic probation are not permitted to enroll in a nursing course until the probation has been removed.
8. Upon failure of a second nursing course, the student is released from the program.

### **Leave of Absence Policy**

Students who are in good academic standing may take a one semester leave of absence from CSU Channel Islands will be considered continuing students and do not need to take any action in Office of Administration and Records. If the student misses one semester they must register for the next semester to avoid missing two consecutive semesters unless they have applied for a leave of absence (LOA) by completing an Academic Leave Form available in the Office of Admissions and Records. If the student is absent for two consecutive semesters without a LOA, this will be considered a break in matriculation that would necessitate reapplying for

admissions, paying another application fee, and lead to a new catalog date and, potentially further academic requirements.

The nursing program is run in a cohort model and admission is once a year. Students requesting a leave of absence, must be in good academic standing, and will be required to wait until the required course is offered to be considered for readmission. Readmission after a leave of absence will be on a space available basis. All students requesting a leave of absence must request such in writing using the nursing program LOA form and schedule an exit interview with the Chair of the Nursing Program

### **Exiting the Program**

Students who exit the program, for any reason, must schedule an exit interview with the nursing program Chair. Readmission, if applicable, is on a space available basis.

## Required Curriculum

There are 30 units of required supporting and other general education requirements. Students should refer to the university catalog for a complete discussion of general education requirements. Generic, LVN to BSN, AD to BSN and RN to BSN students may have completed many of these courses or university requirements at other educational institutions. The academic advisors will assist students to determine course articulation and completion of requirements. General education requirements are aligned with the needs of the nursing program in several ways. First, two lower-division sciences courses will meet the lower division B1 (Physical Science) and B2 (Life Science) general educational requirements. CHEM 110 has received B1 certification and BIOL 217 Medical Microbiology has received B2 certification. The B4 requirement for nursing student is waived for nursing students and American Institutions are allowed to double count with GE Area D . Other selected general education courses have been identified as nursing prerequisite or preparatory courses, and as such fulfill both General Education requirements and ensure that mandatory course content is included in the nursing program. Students who wish to make economical and efficient choices will select from the approved list of general education courses in Additional Upper Division GE courses that fulfill both sets of requirements. There are 6 required units in this category. Refer to Table I and II.

**Table I**

General Education Area	Courses	Units	Comments
A-1 Oral Communication	COMM 101	3	Must receive a grade of C or better.
A-2 English Writing	ENGL 105 Composition & Rhetoric or ENGL 103 Stretch Composition II	3	Must receive a grade of C or better.
B-1 Physical Sciences- Chemistry, Physics and Earth Science	CHEM 110 Chemistry of Life Or General, Organic, Inorganic with a lab.	4	Prerequisite: Satisfy Entry Level Math (ELM) requirement. Must receive a grade of C or better
B-2 Life Science - Biology	BIOL 217 Medical Microbiology	4	Must receive a grade of C or better
B-3 Mathematics & Application	BIOL 203 Quantitative Methods for Biology or MATH/PSY 202 Biostatistics	3	Prerequisite: Passing score on ELM Exam or Math 105 or equivalent. Must receive C or better

**Table II**

GE Area	Courses	Units	Comments
B-4 Computers & Info Technology	Select one from the courses on the approved List	3	
C-1 Art	Select one from the courses on the approved List	3	
C-2 Literature	Select one from the courses on the approved List	3	
C-3a Language	Select one from the courses on the approved List	3-4	Must receive a C or better

C-3b Multicultural	ANTH 102 Cultural Anthropology or SOC 100 Introduction to Sociology & ANTH 443 Medical Anthropology: Cross Cultural Perspectives (UDGE for INTD outside major)	6	Must receive a C or better
D Social Perspectives	PSY 100 Intro to Psychology	3	Must receive a C or better
American Institutions Requirements (6 Units) History & Political Science	History 270, 271, 272 or 275 & POLS 150	3	B-4 waived American Institutions to double count with GE area D
Additional Upper Division Interdisciplinary GE (9 Units) Courses listed as 300-349 or 430-449	BIOL 432 Principles of Epidemiology & Environmental health and select from two other courses (6 units) on the approved List	9	Prereq. CHEM 110 & BIOL 217

### Prerequisites for the Major (28 units)

Eight prerequisites must be completed before beginning nursing course work. These eight prerequisites to the major are 1) Anatomy, 4 units; 2) Physiology, 4 units; 3) Microbiology, 4 units; 4) Integrated Chemistry, or General, Organic, Inorganic with a lab.4 units; 5) Written Communication (GE Area A2), 3 units; 6) Oral Communication (GE Area A1), 3 units; 7) Statistics (GE Area B3), 3 units; and 8) Critical Thinking (GE Area A3), 3 units . The units for most of these courses will be counted under the units for general education units (Table I and II), but completion of others in this category will add 10 additional units to the major. Those additional units are shown in Table III.

Table III

Required Prerequisite Courses	Units	Units added to the Major beyond GE requirements
BIOL 210 & 211 Anatomy & Physiology	8	+8
BIOL 217 Medical Microbiology	4	+1
CHEM 110 Chemistry of Life	4	+1

### Preparatory Courses

Preparatory courses for the major meet the BRN requirements for certain content areas to be included in a nursing curriculum. Many of the preparatory courses are also courses which satisfy general education requirements and were identified as preparatory courses for the major because of the particular relevance of the course to augment nursing theory or practice. The following required courses are preparatory to the major and may be taken before or concurrently with nursing courses.

**Table IV**

Required Preparatory Courses	Unit.s	Units added to the Major beyond GE requirements
PSY 100 Intro to Psychology	3	0
ANTH 102 Cultural Anthropology or SOC 100 Introduction to Sociology	3	0
ANTH 443 Medical Anthropology	3	0
BIOL 432 Principles of Epidemiology	3	0

**Generic (Basic) Bachelor of Science in Nursing Program**

The total number of units required for the generic student is 120 semester units including 31.5 units lower division major, 30.5 units upper division major, 28 Prerequisite Units, 30 units required support and other GE requirements.

Required Nursing Courses

The remaining courses in the curriculum are nursing courses. These are divided into lower division (31.5 units) and upper division (30.5 units). In the content there are 36 units of didactic and 26 units of clinical.

**Lower-Division Nursing Courses: 31.5 Units**

NRS 200	Introduction to Professional Nursing Practice	(3)
NRS 201	Professional Nursing Practice Laboratory	(3)
NRS 204	Pharmacology of Nursing Practice	(1.5)
NRS 220	Nursing Care of Adults with Acute and Chronic Illness I	(3)
NRS 221	Nursing Care of Adults with Acute and Chronic Illness I Lab	(3)
NRS 222	Nursing Care of Adults with Acute and Chronic Illness II	(3)
NRS 223	Nursing Care of Adults with Acute and Chronic Illness II Lab	(3)
NRS 230	Nursing Care of Mother, Infant, and Women	(2)
NRS 231	Nursing Care of Mother, Infant, and Women Lab	(2)
NRS 232	Nursing Care of Children and Families	(2)
NRS 233	Nursing Care of Children and Families Lab	(2)
NRS 240	Psychiatric and Mental Health Nursing	(2)
NRS 241	Psychiatric and Mental Health Nursing Lab	(2)

**Total Lower Division Nursing Courses: 31.5 Units**

**Total Upper Division Nursing Courses: 30.5 Units**

The upper-division courses are designed to build on the lower-division content and provide the foundations for the nursing care of high-acuity patients in diverse clinical settings. As the practice site for health care delivery shifts progressively from the acute care arena to the community, nurses are functioning more autonomously in less structured clinical settings and are required to make clinical decisions formulated from a broadening knowledge base. The BSN educated nurse is prepared to practice in all health care settings. Nursing courses

with 300-level and 400-level course numbers contain content that is considered baccalaureate level content and which is not regulated by or subject to approval by the BRN. The upper-division content is consistent with the CCNE standards and adds 30.5 more units to the major.

Course Number	Course Title	Units
NRS 304	Pharmacology of Nursing practice II	(2)
NRS 306	Pathophysiology	(3)
NRS 350	Nursing Research	(3)
NRS 352	Health Promotion & Patient Education	(2)
NRS 391	Transition to Professional Nursing Practice Internship	(2)
NRS 401	Advanced Clinical Assessment Laboratory	(1)
NRS 420	Nursing Care of the Complex Client Across the Continuum *	(3)
NRS 421	Nursing Care of the Complex Client Across the Continuum Lab*	(3)
NRS 452	Community Health Nursing	(3)
NRS 453	Community Health Nursing Lab	(3)
NRS 460	Nursing Leadership and Professional Issues	(3)
NRS 461	Nursing Leadership and Professional Issues Lab	(2.5)

#### Total Upper Division Nursing Courses: 30.5 Units

\* Although these courses carry upper division numbers, they are a part of the pre-licensure content and subject to BRN approval and review

#### Advanced Standing Admission to the BSN Nursing Program

Advanced standing students are students who transfer from another nursing program prior to completion of the program or LVN transfer students. It is anticipated that if a student transfers to CSU Channel Islands prior to completion of a nursing program from another university or community college, the nursing course equivalents will be determined by the nursing program faculty member who has familiarity with the content area. Students will submit a request for transfer course credit substitution and supporting documents such as course syllabi, class notes, and other related materials to the academic advisor who will forward the material to the Chair who in turn will consult with the appropriate faculty members. That faculty member will recommend course equivalency credit and seek approval for course substitution by submitting these requests to the Nursing Program Curriculum Committee for approval. These forms are then returned to the academic advisor who notifies the student and the personnel in the records office of the decision. These petitions are placed in the student's nursing file. These students will be admitted and given access to nursing clinical laboratory courses on a space available basis to assure priority for students who are progressing as scheduled. These students will be held to the same curriculum requirements as the generic (basic) students.

#### ADN to BSN Program & RN to BSN Program - (120 units) Track II (offered through Extended University)

The ADN-BSN and RN-BSN student will be held to the same units of general education and the same prerequisite core courses and required additional preparation for the major courses as the generic/basic student. For the returning RN student, it is anticipated that many of the required general education courses may have been completed at a community college. These students will be required to meet the same mandatory standards

either by transferable course work, certification of general education requirements by previous academic institutions or by completion of general education requirements at CSU Channel Islands. These courses will be included in the maximum transfer credit of 70 lower-division units from a community college. Imbedded in these 70 units are 36 units which will be articulated for lower-division nursing courses from a BRN approved community college nursing program. Some prerequisite and required preparatory courses to the nursing major may also be imbedded in the 54 units of required general education courses. Completion for the second language requirement in Spanish is strongly recommended.

Prerequisites	28
Blanket Transfer from Community College	26.5
Upper Division Major	31.5
Preparatory	6
<u>Required Supporting and Upper Division GE</u>	<u>24</u>
<b>Total</b>	<b>120</b>

**Prerequisite Courses - 28 units**

BIOL 210 Human Anatomy and Physiology I	4
BIOL 211 Human Anatomy and Physiology II	4
BIOL 217 Medical Microbiology, GE B2	4
CHEM 110 Chemistry of Life, BE B1	4
<u><b>OR</b></u>	
CHEM 106 General Chemistry I, GE B1, Or Organic or Inorganic	4
COMM 101 Public Speaking, GE A1	3
ENGL 105 Composition and Rhetoric I, GE A2	3
<u><b>OR</b></u>	
ENGL 106 Composition and Rhetoric II- Service Learning, GE A2	3
Bio 203 Quantitative methods for Biology <i>or</i> MATH/PSY 202 Biostatistics	3
<u>Completion of Critical Think Requirement, GE A3</u>	<u>3</u>
<b>Total</b>	<b>28</b>

**Upper Division Required Nursing Courses for the RN- BSN Student (31.5 units)**

Course Number	Course Title	Units
NRS 306	Pathophysiology	3
NRS 310*	Professional Role Transition Seminar for the RN	3
NRS 311*	Professional Role Transition Seminar for the RN	2
NRS 350	Nursing Research	3
NRS 352	Health Promotion & Patient Education	2
NRS 401	Advanced Clinical Assessment Laboratory	2
NRS 420	Nursing Care of the Complex Client Across the Continuum (Challenge Available)**	3
NRS 421	Nursing Care of the Complex Client Across	

	the Continuum Lab (Challenge Available)**	3
NRS 452	Community Health Nursing	3
NRS 453	Community Health Nursing Lab	3
NRS 460	Nursing Leadership and Professional Issues	3
NRS 461	Nursing Leadership and Professional Issues Lab	2.5
<b>Total</b>		<b>31.5</b>

\*Students will complete 2 units of specific RN to BSN courses. This course provides a transition to the same level of educational preparation. These courses also will introduce the Neuman Systems Model conceptual framework that is the CSU Channel Islands unifying them for the nursing curriculum, as these students may have been exposed to different unifying themes at their previous educational institutions. \*\*Challenge available.

### Preparatory Coursework - 6 units

#### Social Perspectives - 3 Units

ANTH 102	Cultural Anthropology, GE C3b, D	3
<i><b>OR</b></i>		
SOC 100	Introduction to Sociology, GE D	3

#### Psychology - 3 units

PSY 100	Introduction to Psychology, GE D, E	3
<b>Total</b>		<b>6</b>

The total number of units for the RN-BSN major is 120 and most RN-BSN students will need additional units to complete the requirement for the major. The number of units is dependent upon the previous courses completed at the community college. The following are other required support courses.

### Upper Division and Other GE Requirements 15-27 Units

Upper Division Supporting Courses 6 units

ANTH 443	Medical Anthropology, GE D, UDIGE	3
BIOL 432	Principles of Epidemiology and Environmental Health, GE B2, D, UDIGE	3

### Upper Division and Other GE Requirements 15-27 Units (cont.)

#### Upper Division GE Elective - 3 units

Recommend NRS/PSY 348 (GE D, E, UDIGE) if ANTH 102 is completed  
 Recommend NRS/PSY 342 (GE C3B, UDIGE) if SOC 100 is completed

#### Other GE Courses - 1-12 units

3 units Language requirement (GE C3A) if not already completed  
 3 units each in GE B4, C1 and C2 if student is not GE certified  
 1 unit of NRS 497, Directed Study if needed to meet 120 units

#### American Institutions - 6 units

### LVN 30 Unit Option

The LVN 30 unit option does not lead to a degree in nursing and students are not required to complete the lower division general education pattern, pre-requisites nursing core courses or the additional preparatory

courses to the major. Admission to this track is on space availability. At the completion of this program of study, students will be eligible to take the NCLEX examination for registered nursing courses:

### Required Courses

The required courses in the 30 unit option for the LVN student are beyond the traditional first year courses. LVN students in the 30 unit option will be exempt from the prerequisites for these nursing courses:

<b>Nursing Courses</b>	<b>Units</b>	<b>Required Content</b>
<u><b>NRS 204</b></u> Pharmacology I	1.5	Concepts of Medication Administration
<u><b>NRS 240/241</b></u> Psychiatric and Mental Health Nursing & Laboratory	2/2	Psychiatric nursing ; Client abuse; Cultural diversity; Supportive interventions
<u><b>NRS 310</b></u> Professional Role Transition for the Transfer Student	3	Professional Nursing Roles; Neuman Model Patient Teaching
<u><b>NRS 420/421</b></u> Nursing Care of the Complex Client Across the Continuum	3/3	Advanced medical/surgical nursing; Case management Geriatrics; Cultural diversity; Rehabilitation
<u><b>NRS 460/461</b></u> Nursing Leadership and Professional Practice Issues and Lab	3/3.5	Professional Nursing Roles Cultural diversity
<b>Science Courses</b>	<b>Units</b>	<b>Required Content</b>
<u><b>BIOL 211</b></u> Introduction to Anatomy and Physiology I	4	Anatomy and Physiology I
<u><b>BIOL 217</b></u> Medical Microbiology	4	Medical Microbiology
<b>Total Units</b>	<b>28.5</b>	

### System wide Placement Test Requirement

The California State University requires each entering undergraduate, except those who qualify for an exemption, to take the CSU Entry Level Mathematics (ELM) and the CSU English Placement Test (EPT) prior to enrollment. These placement tests are not a condition for admission to the CSU, but they are a condition of enrollment. They are designed to identify entering students who may need additional support in acquiring basic English and mathematics skills necessary to succeed in CSU baccalaureate-level courses.

Undergraduate students who do not demonstrate college-level skills in mathematics and/or English will be placed in appropriate remedial programs and activities during their first term of enrollment. Students placed in such programs in mathematics must complete all remediation in their first year of enrollment. Failure to complete remediation by the end of the first year may result in denial of enrollment for future terms. Students in need of English or math remediation might be faced with an additional year in the program to get their beginning skills to the appropriate level.

## Advisement for Nursing Majors

All newly-admitted students are required to attend a University Orientation Session. You will not be allowed to enroll until you have attended such a session. For students who declare Pre-Nursing as their intended major such student will attend a break-out nursing session as part of the orientation. As part of the University orientation Session, the Nursing Advisors will provide newly-admitted students with information on requirements for the major, any supplemental program admission criteria, if applicable, general education requirements, other requirements needed to graduate, and the advisors will assist students with registering for their first semester of courses. Newly-admitted transfer students will all receive an evaluation at the time of attending the University Orientation, with a thorough review of prior coursework and what courses will be accepted here at CSU Channel Islands toward the BSN degree. For students who change their major to Pre-Nursing after entering the University, these students can schedule a one-on-one advisement appointment with the Nursing Advisor to learn about the major and requirements. For prospective Nursing students, the Nursing Advisors offer regularly-scheduled Nursing Information Sessions on campus each month for schedule see nursing website. For students who live outside the area, information is provided by the Nursing Web Site at <http://nursing.csuci.edu>. For prospective students who are attending a California Community College; students are encouraged to seek assistance from a Counselor at that Community College.

To contact a nursing advisor please use the following emails:

Jodi Delmonte	<a href="mailto:Jodi.delmonte@csuci.edu">Jodi.delmonte@csuci.edu</a>
Karen Jensen	<a href="mailto:Karen.jensen@csuci.edu">Karen.jensen@csuci.edu</a>

Advisement regarding A-G graduation requirement is completed through the advisement center located in Bell Tower first floor at [www.csuci.edu/academics/advising](http://www.csuci.edu/academics/advising).

## Course Registration

Registration takes place on the web at [myci.csuci.edu](http://myci.csuci.edu). This is the University's student information system. Students register for classes at appointment times, which are based on class level and descending number of units earned (seniors, junior etc). New students will also register this way during orientation and new student advising workshops. Access to the system is secured by a unique user ID and password. A *How to Register for Classes* guide is available online at [http://www.csuci.edu/students/rec\\_libr\\_docs/How%20to%20Enroll%20in%20Classes.pdf](http://www.csuci.edu/students/rec_libr_docs/How%20to%20Enroll%20in%20Classes.pdf). The Schedule of Classes is published online prior to the start of each registration period.

The myci.csuci.edu system also allows you to maintain your address and phone number, view your grade at the end of the term and review the transcript of classes taken at CSU Channel Islands.

## Adding/Dropping Courses

Prior to the start of classes and through the end of the third week of the semester, students may drop classes on the web at [mycsuci.edu](http://mycsuci.edu) without any authorization of the instructor. Beginning with the fourth week of instruction and prior to the tenth week of instruction, withdrawal is permissible only for serious and compelling reasons. Documentation of this serious and compelling reason must be presented to the Program Chair. If dropping a class the approval signatures of the instructor and the Program Chair are required to withdraw from a class during this period. Dropping a course in the nursing program in which the grade is less than a C is considered a fail for readmission purposes; the record will be recorded as a W (Withdrawal) and the program considers it a W failing as opposed to a W passing.

Withdrawal during the final six weeks of instruction is not permitted except in cases where the circumstances causing the withdrawal are beyond the student's control, and the assignment of an "I" (Incomplete grade) is not practical.

Ordinarily, withdrawal in this category will involve complete withdrawal from the University. The approval signatures of the instructor and program Chair are required to withdraw from classes during this period. Documentation of the circumstances causing the student to request withdrawal will be required.

Failure to properly withdraw classes may result in receiving a failing grade (Withdrawal Unauthorized grade). Be aware that summer sessions have different add/drop periods and students must check dates posted on the university website prior to the start of the summer term.

For a student who fails a nursing course with a co-requisite course an administrative withdrawal will be completed for the corresponding course. Refer to the "Criteria for Program Continuance" policy.

## Grading Practices

---

In order to standardize grading across courses faculty have adopted the following grading practices:

### 1. Definition of Terms

#### a. Critical Behaviors

- i. Critical Behaviors are defined as those student behaviors (cognitive, attitudinal and psychomotor skills) that must be demonstrated in order to allow successful course completion.

#### b. Higher-order behaviors

- i. Higher-order behaviors are those behaviors that demonstrate the presence of critical behaviors but go beyond this level of performance by reflecting more complex cognitive, attitudinal and psychomotor skills. In comparison to a behavior indicative only of knowledge input, the student manifesting higher-order behavior demonstrates the integration of various elements of content within the course or level.
  1. **Knowledge** – Learning the information
  2. **Comprehension** – Understanding the information
  3. **Application** – Using previously learned information in a new situation to solve problems that have single or best answers
  4. **Analysis** – Examining specific parts of information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations
  5. **Synthesis** – Creatively or divergently applying prior knowledge and skill to produce something new or original

### 2. Evaluation of Nursing Theory Courses

- a. In nursing theory courses students are evaluated for comprehension of knowledge acquired, i.e. critical knowledge and higher-order cognitive skills

- i. The grading of theoretical comprehension may be accomplished by using percentage/letter grade system to arrive at a final grade and will be based on the grade earned on course examinations, individual/group presentations, case studies and other specific written assignments
- ii. Credit by examination for theory courses will, when feasible, utilize the same system(s) as those used for students taking the course.

- b. Item analysis is done on all examinations. The results of the item analysis and examinations are available for student review upon individual or group request.
- c. The nursing program at CSU Channel Islands has the student nurse's complete success as its top priority. To that end, a comprehensive program of quality assessment called ATI Assessment Technologies, Inc. is utilized. Modules and exams have been proven to increase student success in both program content and NCLEX pass rates. See the ATI Remediation Policy in the Appendix for details.

### 3. Evaluation of the Nursing Laboratory Courses

- a. There are two areas in which the student is evaluated in nursing laboratory courses:
  - i. Clinical application and theoretical-clinical synthesis
    - 1. Clinical Application:
      - a. Clinical application involves only the evaluation of critical behaviors. This evaluation verifies that the student has displayed all critical behaviors identified in the course. A grade of pass/fail is given.
      - b. Critical behaviors (those behaviors having emphasis on safety, professional growth and improvement that are specific to content in each course) are passing if the student is able to accomplish them competently. Evaluation is based upon observation of student performance, i.e., return demonstration in clinical or comparable setting. Students may feel free to contact the instructor for clinical evaluation of critical behaviors whenever they feel competent enough to carry out these new skills. Evaluation may take place in simulated clinical surroundings, when appropriate, as well as the clinical laboratory itself. Critical behaviors are evaluated by specific evaluation criteria that are made available to students at the beginning of the experience.
        - i. Students are held accountable for all critical behaviors required in nursing courses prerequisite to a succeeding course. Students should be made aware of specific critical behaviors learned in previous nursing courses that are applicable to the present course. Failure to perform a critical behavior from a prior course that is necessary for a more advanced skill should be deemed unsatisfactory in that skill at that time. e.g., a student who fails to observe sterile technique (lower division level) while performing deep naso-tracheal suctioning (upper division level) is performing unsatisfactorily.
    - 2. Theoretical-Clinical Synthesis
      - a. The Theoretical-clinical synthesis involves synthesizing and utilizing theory in both the assessment of patients and families and in planning and implementing of nursing care. Various methodologies can be used for evaluation of this ability, e.g., assessment tools, teaching plans, independent projects, nursing care plans, case studies, simulation, tape recordings, tutorials, videotapes, case narratives, recording on agency records, role playing and examinations. Pass/Fail are assigned to this evaluation component.

### Grading Scales

The evaluation process for all courses will be specified in a course syllabi and involve active participation of students. In order to standardize grading across courses, nursing faculty will adhere to the following grading practices:

## Evaluation of Nursing Theory (Didactic) Courses Policy

Evaluation methods for the didactic courses will include examinations, written course assignments and individual/group presentations. Theory (didactic) courses will receive a letter grade.

### Approved Grading Scale 1.20.11

Letter Grades for the course are assigned as follows:

Quality Points	Letter Grade	%
4.0	A	95-100%
3.7	A-	90-94.9%
3.0	B	85-89.9%
2.7	B-	80-84.9%
2.0	C	76-79.9%
1.0	D	65-75.9
0	F	64.9 and below

On a +/- grading scale C- is not considered passing. Therefore, the bottom of the scale is set at C 76 with no C- grades.

**No rounding up of decimal points will be allowed in grading practices.**

Students will have the opportunity to review examinations and written course assignments and to meet with the faculty assigned to the course during regularly scheduled office hours to discuss their progress and course grade. These office hours will also be used for personal interaction and to determine learning needs.

**No extra credit points will be allowed in any nursing classes.**

## Evaluation of Nursing Clinical Courses

Clinical laboratory courses will also receive Pass/Fail however; there are two areas in which the student is evaluated in nursing laboratory courses. Those areas are theoretical-clinical synthesis and clinical application.

### Theoretical-Clinical Synthesis

The theoretical-clinical synthesis involves synthesizing and utilizing theory in both the assessment of patients and families and in the planning and implementing of nursing care. These grades will be based on required course work for the clinical laboratory courses such as daily patient care preparation plans, patient care studies, class presentations, assessment tools, teaching plans, and other written assignments. Additionally, various other clinical assignments such examples of patient/client interactions on tape recordings, tutorials, videotapes, and case studies, student recording on agency records, role playing and clinical examinations. Clinical examinations will not be given during the clinical laboratory hours.

### Clinical Application

Clinical application involves only the evaluation of critical behaviors and clinical skills. A grade of pass/fail is given. Critical behaviors (those behaviors having emphasis on safety, professional growth and improvement that are specific to content in each course) are passing if the student is able to accomplish them safely and competently. Performance of clinical skills will be judged as pass safe and competent or fail (unsafe and less than competent). Evaluation is based upon observation of student performance, i.e., return demonstration in a clinical or comparable setting. Students may feel free to contact the instructor for clinical evaluation of critical behaviors whenever they feel competent enough to carry out these new skills. Evaluation may take place in simulated clinical surroundings, when appropriate as well as the clinical laboratory itself.

Grading of clinical work will be based on 60% CET and 40% other activities. There must be a passing grade on clinical performance as well as a minimum letter grade of C to pass the clinical course. For many of the clinical nursing courses, particularly the lower division courses, students will receive verbal and/or written feedback daily, regarding their progress. It will be common practice for faculty to hold midterm and final conferences to discuss student progress toward meeting course objectives.

If a student is experiencing difficulty with either didactic or clinical application content, the faculty may assist them directly and/or refer them to the Simulation Lab Instructor with a remediation plan. The Simulation Lab Coordinator will work with the student and the faculty to determine the issue(s). The student might be referred for appropriate tutorial or other student services or directed to additional reading or computer assisted instructional (CAI) media. If the issue is with performance of nursing skills and procedures, the student will be directed to in the Nursing Simulation Laboratory under the supervision of the Simulation Lab Instructor for individualized remedial experiential learning activities.

### **Student Promotion Policy (Approved 4-13-12)**

Students must earn a minimum of a “C or Pass” (2.0) grade in all required nursing, natural science and social science courses. Students may be able to repeat a prerequisite course, but both course grades will be figured into the calculation for supplemental criteria.

### **Criteria for Program Continuance and Repeating a Nursing Course**

The criteria for program continuance are as follows:

1. Students in the nursing major must attain grades of C/ Pass or better in all required nursing courses.
2. Students in the nursing major must maintain good academic standing. Students on academic probation are not permitted to enroll in a nursing course until the probation has been removed.
3. Nursing courses for which the student earns less than a grade of C or fail may be repeated once on a space available basis. In order to repeat a nursing course the student will be required to:
  - a. Consult with the course faculty to determine what academic/personal factors led to a less than satisfactory grade.
  - b. After meeting with the course faculty, the student must schedule a meeting with the nursing advisor.
4. If a student is failing in a clinical course at any time in the semester with a grade less than “C/Pass” or with demonstrated unsafe patient care behaviors as outlined in the Clinical Evaluation Tool, the student can be failed and removed from the clinical setting at any time in the semester.
5. According to BRN regulations students must be enrolled in didactic and clinical courses simultaneously.
  - a. If a student has passed a clinical course but failed the didactic or if the student has passed didactic and failed clinical, the student will receive an *Academic Withdrawal* from the co-requisite course (either clinical or didactic).
  - b. Students may repeat both co-requisite courses in which they have earned less than a C/Pass or been academically withdrawn on a space available basis.
  - c. Failure of one or both co-requisite clinical/didactic courses will be considered failure of one course.

## Dismissal Policy -Dismissal from the Program

Students who fail in two required nursing courses will be withdrawn from the nursing program.

- a. Failure in two required nursing courses is defined as a grade of less than a C/Fail in two separate nursing courses or in two attempts in one nursing course.
- b. Students who fail two nursing courses must meet with the nursing advisor to discuss program withdrawal and other student options.
- c. Students who are withdrawn from the nursing program may complete the semester in free standing nursing courses in which they are currently enrolled.

## Clinical Absence Policy

Attendance in clinical laboratory is mandatory and will be kept as the minimum clinical objectives must be met to successfully complete the course. As general policy, the student can only be absent for 10% of the clinical hours without jeopardizing their ability to meet the clinical objectives of the course. Absences from clinical practicum hours must be for serious and compelling reasons such as:

- o Illness of self or immediate family
- o Death of an immediate family member
- o Court Subpoena
- o Recognized religious observation
- o Educational absence: an absence in which written permission from the faculty responsible for the class or clinical is given

Military Deployment: day of deployment and return from deployment of an immediate family member  
culty approved attendance at nursing research convention or other educational opportunities. In order to be excused, notification must be given to the primary Clinical Instructor prior or at the onset of absence, and all absences except illness must be accompanied by documentation.

Emergencies as listed above which prevent the student from attending assigned clinical practicum and meeting the educational objectives must be made up following these guidelines:

- o Students are required to submit appropriate documentation of absence to clinical instructor within 7 days of missed clinical or assigned clinical simulation lab..
- o Students may make up the clinical practicum using Virtual Clinical Excursions or other simulated experience under the direction of the simulation lab instructor and/or the clinical instructor. Make up assigned labs will include content delivered during the missed lab under the direction of the simulation lab instructor or faculty.
- o Clinical make up activities must be completed within the timeframe designated on the makeup contract, which should be within 2 weeks of the absence. Clinical practicum missed during the last week prior to finals must be made up prior to the last day of the semester.
- o Completion of the clinical or simulation lab make up will be verified by simulation lab instructor and/or clinical instructor. The student is responsible for taking the verification to the instructor within a week of completing the experience.
- o A second missed clinical practicum will be evaluated by the Clinical Instructor. Absences from clinical constituting greater than 10% must be evaluated in consultation with the Lead Course Instructor; Decisions regarding eligibility for a second makeup would be determined by the ability to successfully meet the clinical objective of the course.

## Probation and Readmission

If the student's academic performance results in an overall GPA of below 2.0, the student is placed on academic probation. University policy governing probation disqualification and readmission can be found in the *California State University Channel Islands, General Catalog*. The student who is on academic probation may not proceed in required nursing courses until the GPA deficiency is removed. The student is referred to the academic advisor who will provide the student information related to the nursing program policy and assist the student through the process for reinstatement. The policy requires that the student submit a petition that explains the relevant surrounding circumstances leading to disqualification. An explanation and academic plan to alleviate or mitigate the factors related to disqualification and a plan to improve academic performance should be included in the petition. The academic advisor offers assistance in the development of the petition and the plan and refers the student to relevant university resources. The petition is then submitted to a college level reinstatement committee who acts on the merit of the petition.

## Academic Honesty

Each student shall maintain academic honesty in the conduct of his or her studies and other learning activities at CSU Channel Islands. The integrity of this academic institution, and the quality of the education provided in its degree programs, are based on the principle of academic honesty. Academic dishonesty is an especially serious offense. It diminishes the quality of scholarship and erodes those who depend upon the integrity of the campus program. Such dishonesty includes:

- Cheating – using attempts to use unauthorized materials, information, or study aids in any academic exercise.
- Fabrication – falsifying or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty – intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Plagiarism – intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise.

## Turnitin/Safe Assign Statement

Turnitin/Safe Assign Statement: To ensure the integrity of the academic process, CSU Channel Islands University Nursing Program endorses the importance of academic honesty as defined by the University Catalog and Nursing Student Guidebook. Therefore, in an effort to detect and prevent plagiarism, faculty members may use a tool called Turnitin or Safe Assign to compare a student's work with multiple sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.

Adopted from Turnitin syllabus statement from Texas Women's University (2014)

## HIPAA Privacy Rule Training for Students

### **Introduction**

As a student nurse in an education program at CSU Channel Islands you are required to learn about the health information privacy requirements ("Privacy Rule") of a federal law called HIPAA (Health Insurance Portability and Accountability Act). The purpose of this document is to summarize relevant Channel Islands policies regarding protection of patient's health information.

## Protected Health Information

The Privacy Rule defines how health care providers, staff in health setting and students in clinical settings can access, use, disclose and maintain confidential patient information called “Protected Health Information” (PHI). PHI includes such material as written, spoken and electronic information. PHI is defined as any information that identifies a patient, including demographic, financial, and medical, that is created by a health care provider or health plan that relates to past, present or future condition, treatment or payment of the individual. The Privacy Rule broadly defines “identifiers” to include not only patient name, address, and social security number, but also, for example, fax numbers, email addresses, vehicle identifiers, URLs, photographs and voices or images on tape or electronic media. **When in doubt, you should assume any individual health information is protected under HIPAA.**

## Guidelines for protecting PHI while in clinical settings

### 1. Using and disclosing PHI for educational purposes only

As a student in a clinical education program, you are permitted to access, use and disclose PHI only as minimally necessary to meet your clinical education needs). You are not permitted to disclose PHI to anyone outside the staff at the clinical facility in which you are assigned or your clinical instructor, without first obtaining written patient authorization or de-identifying the PHI. **This means that you may not discuss or present *identifiable* patient information with or to anyone, including classmates or faculty, who are not part of your educational program, unless you first obtain written authorization from the patient.** It is mandated that whenever possible you de-identify PHI before presenting any patient information outside the hospital. If you are unable to de-identify such information, you must discuss your need for identifiable information with the faculty member supervising your clinical education and the nursing chair, to determine appropriate procedures for obtain in patient authorization for your use and disclosure of PHI.

### 2. Material to be De-identified

In order for PHI to be considered de-identified, all of the following identifiers of the patient or of relatives, employers, or household members of the patient, must be removed:

- a. Name
- b. Geographic subdivisions smaller than a state (i.e. county, town, or city, street address and zip code)
- c. All elements of dates (except year) for dates directly related to an individual (including birth date, admission date, discharge date, date of death, all ages over 89 and dates indicative of age over 89)
- d. Phone numbers
- e. FAX numbers
- f. E-mail addresses
- g. Social Security numbers
- h. Medical record number
- i. Health plan beneficiary number
- j. Account number
- k. Certificate/license number
- l. Vehicle identifiers and serial numbers
- m. Device identifiers and serial numbers
- n. URL's
- o. Internet protocol addresses
- p. Biometric identifiers (e.g., fingerprints)
- q. Full face photographic and any comparable images

- r. Any other unique identifying number, characteristic or code
- s. Any other information that could be used alone or in combination with other information to identify the individual, such as a picture of a face.

### 3. Safeguarding PHI

Recommended steps to protect PHI :

- If you see a medical record in public view where patients or others can see it, cover the file, turn it over, or find another way of protecting it.
- When you talk about patients as a part of your education, try to prevent others from overhearing the conversation such as hallways, cafeteria, elevators or other areas where unauthorized people or those that do not need to know may overhear. Wherever possible, hold conversations about patients in private areas.
- When medical records are not in use, store them in offices, shelves or filing cabinets
- Remove patient documents from faxes and copies as soon as you can.
- Make sure you throw away documents containing PHI in hospital confidential bins for shredding.
- Never remove the patient's official medical record from the clinical site. Unauthorized removal of any part of an original medical record is prohibited. **Student and faculty may not release or display copies of PHI.** Case presentation material will be used in accordance with healthcare facility policies.
- Log out of electronic systems containing PHI when you are done using them.
- **Do not remove copies of the PHI from the clinical site even with the information de-identified.**
- **All information for care planning purposes is to be hand written on a worksheet containing only the information necessary to develop the plan.**
- Students and faculty shall not access data on patients for whom they have no responsibilities or a "need-to-know" the content of PHI concerning those patients.
- A computer ID and password are assigned to individual students and faculty. Students and faculty are responsible and accountable for all work done under the associated access.
- Breach of confidentiality by disregarding the policies governing PHI is grounds for dismissal from the hospital or sanctions from the university with range from; verbal or written notification, remediation or failure of the course for failure to meet essential course behaviors (see CET for essential behaviors)

### 4. Disclosure of PHI to family members or friends involved in the care of the patient

Care must be taken when discussing PHI in front of or with a family member or friend who is involved in the care of the patient. Generally you can assume that the patient does not object to talking about them with such a person, however, if you have any reason to believe that the patient would object in all cases when discussing a sensitive diagnosis or procedure and etc., then you should ask the person to step out of the room or ask the patient if it is okay to talk to that person.

### 5. **Email**

Because of potential security risks, you are not permitted to email PHI to anyone

### 6. **Requests for Access to or copies of medical records**

HIPAA grants patients the right to access and to obtain copies of their medical records. However, please refer all requests to the patient's primary care provider (e.g. nurse) to ensure that all proper procedures are followed

## 7. Requests for PHI by law enforcement

Request for PHI by law enforcement officers (e.g., police, sheriff) must be referred to the patient's primary caregiver (e.g. nurse) to ensure that proper procedures are followed.

### Procedure to insure compliance:

#### At the beginning of each clinical rotation:

I have reviewed the ATI HIPAA Skills Module; step-by-step viewing modules and one practice challenge as listed below. ATI Skills Modules as follows:

NRS 201 Terminology/Enunciator; Step-by-Step Viewing (all modules)

NRS 221: Accepted Practice – HIPAA in the Work Place Practice Test 1

NRS 241 Accepted Practice – HIPAA Privacy Rules, Coding & Billing

NRS 223 Accepted Practice – HIPAA Administrative Function

NRS 231 Accepted Practice – HIPAA & Research

NRS 233 Step-by-Step Viewing – Privacy; Practice Test 2

NRS 391 Step-by- Step Viewing – Clergy Visits, Communication

NRS 453 Step -by- Step Viewing – Sharing Protected Information, Visitors

NRS 463 Step-by-Step Viewing Password Protection, Reporting a Violation

NRS 421 Evidence Based Research ; FAQ Practice Test 3

Return acknowledge of completion of the ATI Skills module to Clinical faculty and Cesar Rangel or Fara Ravan in the nursing office.

#### Policy for clinical instructor at the end of each clinical day and end of the semester:

At the end of the clinical day each student must inform the clinical instructor that no HIPAA protected information is being taken from the facility. At the end of each clinical day the instructor must collect data either electronically or by filling in a written certification form that students have not removed HIPAA protected information from the clinical facility. At the end of the semester faculty must turn the certification form in to the nursing program HIPAA compliance officer (nursing program chair or designee) for every clinical day or week dependent on the course.

### Social Media Policy

#### PURPOSE:

The CSU Channel Islands Nursing Program supports the use of social media to reach audiences important to the University such as students, prospective students, faculty and staff. The University presence or participation on social media sites is guided by university policy. This policy applies to nursing students who engage in internet conversations for school related purposes or school-related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.

#### GENERAL INFORMATION:

Social media are defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Social media is commonly thought of as a group of Internet-based applications that are built on the ideological and technological foundations of the web that allows the creation and exchange of user-generated content. Examples include but are not limited to LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Allnurses.com, Twitter, Facebook, YouTube, Instagram and MySpace.

While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the policy will remain the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional, and university reputations.

As students you will want to represent the University and the Program in a fair, accurate and legal manner while protecting the brand and reputation of the institution.

When publishing information on social media sites remain cognizant that information may be public for anyone to see and can be traced back to you as an individual. Since social media typically enables two-way communications with your audience, you have less control about how materials you post will be used by others. As one person remarked, “If you wouldn’t put it on a flier, carve it into cement in the quad or want it published on the front of the Wall Street Journal, don’t broadcast it via social media channels. “

#### POLICY:

- Protect confidential, sensitive, and proprietary information: Do not post confidential or proprietary information about the university, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a CSU Channel Islands nursing student.
- Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others and of the university. For guidance, visit the University’s Libraries site or seek consultation through the Libraries.
- Do not use CSU Channel Islands Nursing Program logos and graphics, on personal social media sites. Do not use CSU Channel Islands name to promote a product, cause, or political party or candidate.
- Use of the University marks (logos and graphics) for School sanctioned events must be approved (posters, fliers, postings) by administration.
- It is expected that during clinicals use of PDAs and other devices employed for social media will be used only as authorized by faculty. If a PDA is combined with a cell phone, it is expected that the cell phone aspect of the device is silenced.
- No personal phone conversations or texting are allowed at any time while in patient/client areas or in the classroom. If the student needs to respond to an emergency text or phone call during class, the student is asked to leave the classroom and respond as deemed necessary.
- Use of computers (PDAs, Notebooks, etc.) during class shall be restricted to note taking and classroom activities. Use otherwise is distracting for not only the student involved in the activity but those in the immediate area/vicinity.
- No student shall videotape or recording professors or fellow students for personal or social media use without the express written permission of the faculty or fellow student. At NO time shall patients/clients be videotaped or photographed without written permission of the patient/client and of the facility.
- Be aware of your association with CSU Channel Islands in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on CSU Channel Islands behalf, unless you are authorized to do so in writing.
- HIPPA guidelines must be followed at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage.
- Ultimately, you have sole responsibility for what you post. Be smart about protecting yourself, your and others privacy, and confidential information.

## PROCEDURE/CONSIDERATIONS:

- There is no such thing as a “private” social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied. Archival systems save information, including deleted postings. If you feel angry or passionate about a subject, it’s wise to delay posting until you are calm and clearheaded. Think twice before posting. If you are unsure about posting something or responding to a comment, ask your faculty. If you are about to publish something that makes you even the slightest bit uncertain, review the suggestions in this policy and seek guidance.
- Future employers hold you to a high standard of behavior. By identifying yourself as a CSU Channel Islands student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional goals.
- Nursing students are preparing for a profession which provides services to a public that also expects high standards of behavior.
- Respect your audience.
- Adhere to all applicable university privacy and confidentiality policies.
- You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts).
- Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what you post today will not come back to haunt you.
- Monitor comments. You can set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments. It also allows you to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments.
- Don’t use ethnic slurs, personal insults, obscenity, pornographic images, or engage in any conduct that would not be acceptable in the professional workplace.
- You are responsible for regularly reviewing the terms of this policy.
- **Consequences:**
- Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.
- Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.
- Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

CSU Channel Islands Nursing Program Social Media Policy is adapted from Social Media Policy, Student Handbook Purdue University School of Nursing



## Specific Requirements for Nursing Courses

---

### CSU Channel Islands Nursing Writing Guide

Access to the writing center and assistance to students is encouraged.

CI Writing Guide Web Link: <http://library.csuci.edu/research/cicampuswritingguide2.pdf>

### Use of APA Guidelines

Formal papers in nursing classes should be written, unless otherwise instructed, following the guidelines in the most current edition of the Publication Manual of the American Psychological Association. The book should be purchased and kept for reference. Guidelines are also available at the website:

<http://owl.english.purdue.edu/owl/resource/560/01/>.

Another recommended template for APA style papers is available through Reference Point Software at <http://referencepointsoftware.com/>

### Physical Requirements for the Clinical Experience

The following list of physical requirements is to assist the health care provider in evaluating your ability to meet the physical requirements of CSU Channel Islands Nursing Program. If at any time throughout the nursing program you are unable to meet any of these requirements it is the student's responsibility to be seen by their Healthcare Provider for re-evaluation. All changes in health status and ability to continue to meet the physical requirements program must be documented by the provider and submitted to the Nursing Program Director.

1. Standing/Walking – The student must be able to stand and walk on carpet, tile, linoleum, asphalt and cement while providing and managing client care, gathering client supplies and medications, obtaining and returning equipment. Approximate distance = 3-5 miles.
2. Sitting – The student must be able to sit while communicating with or teaching clients.
3. Lifting – The student must be able to lift floor to knee, knee to waist, and waist to shoulder level while handling supplies using trays (5-10 pounds) and assisting with positioning patients in bed/moving patients on and off gurneys and exam tables (average weight 200 lbs) and ability to transfer patients with a maximum of 80-100 pounds by self.
4. Carrying – The student must demonstrate the ability to carry items at waist level.
5. Pushing/Pulling – The student must be able to push/pull, using carts, utilizing crash carts, opening and closing doors, pushing/pulling beds, gurneys and wheelchairs and moving equipment and furniture.
6. Climbing/Balancing – The student must demonstrate the ability to climb stairs going to and from other departments, offices and homes.
7. Stooping/Kneeling – The student must demonstrate the ability to stoop and kneel while retrieving supplies from medication carts, bedside stands, bathrooms, storerooms etc.
8. Bending - the student must demonstrate the ability to bend at the waist while performing patient assessments and treatments, gathering supplies, assisting patients with positioning, adjusting patient beds and exam tables, bathing patients and emptying drainage apparatus.
9. Crouching/Crawling – The student must demonstrate the ability to crouch and crawl under beds, behind beds and bedside to retrieve dropped items.
10. Reaching/Stretching – The student must demonstrate the ability to reach/stretch administering and monitoring IV therapy, gathering supplies, operating computers, disposing of equipment and linens, assisting with patient positioning, connecting equipment and linens, connecting equipment, cleaning equipment and retrieval of patient files.
11. Manipulating – The student must demonstrate the ability to have hand-wrist movement, hand-eye coordination, simple firm grasping required and fine and gross motor dexterity required to calibrate and use equipment and perform CPR.

12. Feeling – The student must demonstrate tactile feeling required to complete physical assessment including palpating and notation of skin temperature.
13. Twisting – The student must demonstrate the ability to twist at the waist while gathering supplies and equipment, administering care and operating equipment.
14. Communicating in verbal and written form – The student must have 95% ability to communicate nursing actions, interpret patient responses, initiate health teaching, document and understand health care activities, and interact with patients, staff, faculty and peers
15. Hearing – The student must have the ability to hear and interpret many people and correctly interpret what is heard, auscultation, physician orders – whether verbal or by phone, patient reports and cries for help, fire and equipment alarms etc. Seeing – The student must have acute visual skills necessary to detect signs and symptoms, coloring and body language of patients, color of wounds and drainage, and possible infections anywhere. Interpret written words accurately, read characters and identify colors in the patient’s records and on the computer screen.
16. Ability to drive self to/from clinical sites

### **Other Clinical Course Requirements**

#### **Name Pins:**

Official name pins are to be obtained from TLC Uniforms in Oxnard. In addition the student needs an official CSU Channel Islands Picture ID attached to your nametag. Selected hospital name badges will be distributed prior to each clinical rotation per protocol of the individual hospital. It is recommended that the student obtain two name pins in case one is lost or damaged.

#### **Nurse Kit :**

A nurse kit must be purchased from the bookstore prior to the beginning of the first nursing clinical course. The nurse pack contains skills lab equipment and supplies. See Appendices for sample list of items included. It does not include a stethoscope. The stethoscope will need to be individually purchased.

#### **Handheld Mobile Device/Software Requirements:**

A handheld mobile device is required so that you have a reference source for medication administration, interpretation of diagnostic tests, a medical dictionary, and rationale for signs and symptoms. In addition to the handheld device you will be required to purchase software as recommended in Introduction of Professional Nursing Practice. The software will be available at the university bookstore.. The mobile software is intended for use on a handheld device, e.g, cell phone, tablet.

## System requirements for each platform supported:

Platform	Devices	Memory	Other
	iOS devices (iPhone, iPod touch, iPad)	iPhone	Carrier Data Plan or on-device WiFi
	All Android devices	Android Memory card supported	Carrier Data Plan or on-device WiFi
	All Windows Phone devices	Windows Phone	Carrier Data Plan or on-device WiFi
	BlackBerry device with memory card support running BlackBerry OS 5 or higher	BlackBerry Memory card required	Carrier Data Plan or on-device WiFi
	All Windows Mobile devices	Windows Memory cards supported	Microsoft Active Sync or Windows Mobile Device Center
	All Palm OS devices (v.5 or later)	Palm Memory cards supported	Palm HotSync Manager (Windows PC or Mac OS X)
	All major web browsers (e.g., Internet Explorer, Safari, Firefox) Smartphones with web access	Minimal	Internet connection

Computers are required in the program with the following requirements: to be compatible with CI Learn

### Microsoft® Windows® Operating System

	Internet Explorer® 8	Internet Explorer 7	Firefox 3.6	Firefox 3.5	Firefox 3.0
<b>Windows® XP (32-bit)</b>	Compatible	Compatible	Compatible	Compatible	Compatible
<b>Windows Vista® (32-bit)</b>	<b>Certified</b>	Compatible	Compatible	<b>Certified</b>	Compatible
<b>Windows Vista (64-bit)</b>	Compatible	Compatible	Compatible	Compatible	Compatible
<b>Windows 7 (32-bit)</b>	<b>Certified</b>	Unsupported	Compatible	<b>Certified</b>	Compatible

<b>Windows 7 (64-bit)</b>	<b>Certified</b>	Unsupported	Compatible	<b>Certified</b>	Compatible
---------------------------	------------------	-------------	------------	------------------	------------

### **Apple® Mac OS® Operating System**

	<b>Safari® 4.0</b>	<b>Safari 3.2</b>	<b>Firefox 3.6</b>	<b>Firefox 3.5</b>	<b>Firefox 3.0</b>
<b>Mac OSX 10.5 "Leopard®"</b>	Compatible	Compatible	Compatible	Compatible	Compatible
<b>Mac OSX 10.6 "Snow Leopard®"</b>	<b>Certified</b>	Unsupported	Compatible	<b>Certified</b>	Compatible

- Blackboard strives to make all its products as accessible as possible. JAWS for Windows 9 and 10 were used during accessibility testing.
- Blackboard Learn requires the latest version of Sun JRE 6. The JRE can be downloaded from <http://java.sun.com/javase/downloads/index.jsp>.
- deprecation
  - Internet Explorer 6
  - Firefox 1.x and 2.0
  - Safari 2.0
  - Mac OSX 10.4 "Tiger"
  - Java 5
- Internet Explorer 8 is tested in Standards Mode. Some known issues can be resolved by using Compatibility Mode (emulates IE7 behavior).

### **Nursing Simulation Laboratory**

The nursing simulation laboratory is located in Manzanita Hall and contains a 6 bed open lab with a 1 bed ICU/testing station. Lab is open Monday-Friday, 8:30-5:00 with open hours for student practice. Students must wear uniform tops or a lab coat over their street clothes while practicing in the simulation lab.

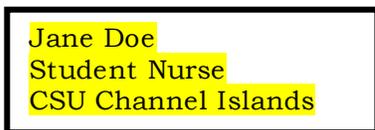
## Guidelines for Professional Image

### Student Dress Code

*Uniforms/clinical wear:* students should dress in the approved Nursing Program uniform to be purchased at TLC uniforms in Oxnard. These uniforms should be clear and appropriately wrinkle-free at all times. It is recommended that you purchase two uniforms so that they may be properly cleaned between clinical and assigned lab sessions. They should fit well (not too tight or short) and reflect a professional appearance. Business casual professional attire may be worn to the clinical area if required when doing patient workups but an approved white lab coat should be worn over the clothing. Name badges should be visible on lab coats and uniforms. Sports and play clothes are not acceptable this includes jeans, visible midriiffs, Bermuda shorts, sleeveless dresses or tops, sweat shirts, leg warmers and T-shirts. No low necklines or cleavage. No sagging pants will be permitted.

*Identification:* A student name tag, purchased from TLC Uniform with a CSU Channel Islands Picture ID attached should be worn at all times with uniform and lab coat.

SAMPLE



*Footwear:* Shoes should be white, clean, closed-toe, with non-skid soles of non-porous material. Shoelaces must be white. Clogs are not acceptable. Heels are to be no greater than 1 inch in height.

*Hair:* Hair must be clean and neatly combed. Any extreme look or color is not permitted. Hair at shoulder length or below should be combed away from the face so that it will not fall forward over the face while performing normal nursing duties. Long hair must be tied back. Plain barrettes, headbands, or combs are allowed. Males should be clean shaven.



*Make-up:* Make-up should appear fresh and natural. Excessive make-up is not acceptable.

*Nails:* Nails should be kept clean and smooth. If polish is used, it should be colorless natural finish. Nail polish should be un-chipped and without adornment. Fingernail length should not exceed beyond the tip of the finger. Acrylic or other types of artificial nails are not permitted.

*Perfume:* Because of the close contact with staff, patients, and visitors, the use of perfume, scented lotion or spray, and after-shave lotion is not appropriate.

*Sunglasses:* Sunglasses are a block to interpersonal communication and should not be worn. Transition lenses or those with a transparent tint are acceptable.

### Student Dress Code (cont.)

*Jewelry:* Only one small ring, class ring, or wedding band/set is acceptable. A small ring is defined as the same size or smaller than a class ring. Necklaces and neck chains may be worn inside uniforms. Very large or long dangling earrings are not appropriate. One stud or small earring per ear is acceptable. Watches and nursing school identification pins may be worn.

Hygiene: Personal hygiene plays a major role in professional appearance. All students should pay particular attention to bathing regularly, ensuring absence of body and mouth odor and a neat and clean appearance. Gum chewing is not allowed.

Body Piercing/Body Art: Students may have no more than one visible piercing in each ear and those must conform to the clinical agency's dress code. No jewelry/hardware may be evident other than one small, stud per ear. Body art and tattoos must be covered at all times.

Medical Exception: Any request for exception(s) to the appearance code for medical reasons must be signed by your personal physician or appropriate specialist. It is then given to the Chair of the Nursing Program and must be updated annually.

Equipment: The following equipment is necessary for a clinical rotation: Watch with a second hand, writing pen, stethoscope, bandage scissors, pen light. Highly recommended is a clipboard and hemostat.

## Other Policies

Electronics: Cell phones may be used with applications for investigating diseases, disorders, medications, procedures and lab tests. They may not be used for phone calls or texting during clinical hours.

Use of Listening or Recording Devices: State Law in California prohibits the use by anyone in a classroom of any electronic listening or recording device without prior consent of the teacher and school administrator. Any student who has need to use electronic aids must secure the consent of the instructor

Classroom, Lab & Clinical Visitors: Children and other uninvited guests are not permitted in the classrooms, laboratory, or clinical setting at any time.

Email Addresses: Students must use their university email for all email university communications. It is your responsibility to check regularly for email messages from the nursing program

Policy for Substance Abuse: CSU Channel Islands is a drug-free and alcohol free campus (see CSUCI Catalog for University Policy). This extends to the clinical facilities used for clinical placements. Faculty may remove from the clinical area any student who appears to be functioning inappropriately because of suspected substance abuse. Dependent upon the degree and type of behavior, the faculty may refer the student to the University Student Health Center or the emergency department at the clinical setting. The faculty member may then notify the Dean of Student Life.

## Impaired Nursing Student Policy

### Purpose

The CSU Channel Islands Nursing program faculty members follow the guidelines established by the California Board of Registered Nursing related to Impaired Nursing Students.

The Board of Registered Nursing Statement regarding *Impaired Nursing Students Guidelines for Schools of Nursing in Dealing with the Matter of Nursing Students Impaired by Alcoholism, Drug Abuse, and Emotional Illness* is as follows:

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

- these are diseases and should be treated as such;
- personal and health problems involving these diseases can affect one's academic and clinical performance and that the impaired nursing student is a danger to self and a grave danger to the patients in her or his care;

- nursing students who develop these diseases can be helped to recover;
- it is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness;
- confidential handling of the diagnosis and treatment of these diseases is essential.

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

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

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

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

*Source: Board of Registered Nursing State of California, 2007 (EDP-P-03)*

## GENERAL INFORMATION

### **Philosophy of Faculty at CSU Channel Islands Nursing Program related to Impaired Students:**

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

## POLICY

The Nursing Program adheres to the following clear prohibitions regarding drugs and alcohol:

1. Students may not possess or be under the influence of alcohol while in clinical or nursing classroom settings.
2. Students may not possess, or be under the influence of drugs (i.e. controlled substances, or prescriptions drugs, when there is a possibility that such use may impair the student's ability to safely perform nursing care or impair the learning in a classroom setting.
3. Students may not be involved in the illegal possession, distribution, sale, diversion or purchase of a controlled substance.

## ASSESSMENT

The student shall be immediately removed from the classroom or clinical setting when the student's behaviors and performance pose a danger to the safety and well-being of self or others. These behaviors may include but are not limited to:

- Behaviors;
  - Observed/reported possession or use of a prohibited substance
  - Apparent drug or alcohol intoxication
  - Observed abnormal or erratic behavior
  - Observed deterioration of classroom or clinical performance
  - Medication diversion
  - Unusual behaviors such as verbal abuse, physical abuse, extreme agitation or aggression, withdrawal, depression, mood changes, unresponsiveness, inappropriate responses to questions or instructions, other erratic and/or inappropriate behavior such as hallucinations, disorientation, excessive euphoria, or confusion.

Physical signs of symptoms;

1. Possessing, dispensing or using controlled substances
2. Slurred or incoherent speech
3. Unsteady gait or other loss of physical control; poor coordination
4. Bloodshot or watery eyes
5. Dilated or constricted pupils or unusual eye movements
6. Extreme fatigue, drowsiness, sleeping
7. Excessive sweating or clamminess of the skin
8. Flushed or very pale face
9. Highly excited or nervous
10. Nausea or vomiting
11. Odor of alcohol on breath, body, and/or clothing
12. Odor of marijuana
13. Dry mouth
14. Dizziness or fainting
15. Shaking of hands or body tremor/twitching
16. Irregular or difficult breathing
17. Runny sores or sores round nostrils
18. Inappropriate wearing of sun glasses
19. Puncture marks or "tracks"
20. Disheveled appearance

Behavioral Pattern:

1. Repeated absences
2. Frequent absences from work area
3. Frequently coming in late or leaving early
4. Alternate periods of high and low productivity
5. Complaints from patients, families, staff or other students
6. Making poor decisions or using poor judgment
7. An increase in errors, forgetfulness and difficulty following instructions
8. Accidents related to apparent lack of concentration

## PROCEDURE

### STUDENTS

Students will be required to sign a release of relevant information as it relates to potential impairment for purposes of implementing the procedure. The information should include but not be limited to Emergency Contact Information and list of controlled substances prescribed for the student.

### FACULTY

Faculty who suspects alcohol or drug use/dependency will comply with these policies. If reasonable suspicion of alcohol and/or drug use by a student occurs in the classroom or clinical setting, the student will be immediately removed from the setting. The faculty member will discuss the concerns with the student. If reasonable suspicion still exists the Chair of the Nursing Program will be informed and determine what actions need to be taken. Screening for drugs or alcohol will be required. The student must give consent for such testing, and authorization for results to be made available to the nursing program

- If use of alcohol is suspected, the student will be transported to a testing site or the university police will be required to administer a breath test. If the student is in a clinical setting distant from the campus, a blood alcohol may be drawn at an available health care agency laboratory.
- If drugs are suspected the student will be required to provide a witnessed urine or blood sample. Such testing may occur at the Student Health Center during regular hours, though Corporate Screening.com or at a healthcare agency such a hospital emergency department or urgent care center contingent on testing site availability.
- All costs will be borne by the student. The student shall be excluded from the classroom or clinical agency.
- The instructor shall call the student's emergency contact person for transport from the campus or setting if, in the instructor's judgment, the student is incapable of driving safely.

Faculty who suspect a student of alcohol or drug use/dependency (based on behaviors consistent with impairment or reported by individuals who directly observed such behaviors) will document the specific behaviors or evidence of such impairment on the Clinical Evaluation Tool CET or as an addendum to the specific behaviors or evidence of such impairment. These concerns will be reported immediately to the Chair or Assistant Chair in the Chair's absence, who will determine the action to be taken. If the Chair and the involved faculty feel further investigation or action are warranted, any of the following may occur (actions are not limited to this list);

- A warning, with continued observation, confidential consultation with all other nursing faculty who has contact with the student will occur, to involve them in continued observation.
- Immediate request for body fluid screen for alcohol and/or drugs. All costs of testing will be borne by the student. Refusal to comply with testing will result in immediate dismissal from the nursing program.
- Referral to a Primary Care Provider or Student Health Services on campus for assessment of drug and/or alcohol problems. Resources will be suggested to the student, choice of provider will be made by the student. All costs will be the responsibility of the student. The student will be asked to release provider recommendations to the nursing program.
- Immediate administrative probation, resulting in removal of the student from all clinical courses.
- Referral to Student Judicial Affairs for disciplinary action as appropriate

## DISMISSAL FROM THE PROGRAM AS AN IMPAIRED STUDENT

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

## STATUS IN THE NURSING PROGRAM AFTER DISMISSAL FOR IMPAIRMENT

After a minimum period of one year with consistently negative random body fluid screens, the student may petition for readmission to the Nursing Program. The requirements for readmission are:

- The student shall submit a petition to the Chair of the Nursing Program.
- The student shall provide proof of active participation in a recognized treatment program on a regular basis and evidence of rehabilitation and/or recovery at the time of petition for re-entry.
- The student may be required to participate in on-going rehabilitation treatment as a condition of readmission.
- If admitted to the nursing program and required to participate in on-going rehabilitation treatment, the student shall provide evidence of such continued rehabilitation treatment on a schedule as determined the Chair of the Nursing.
- Students readmitted will be subject to randomized drug testing during the time they are enrolled in the nursing program.
- A student with known prior chemical impairment to controlled substances will be restricted from access to controlled substances in the clinical setting. The student must be directly supervised for medication administration by faculty in clinical facility during their entire duration in the program. Depending on the nature of the prior chemical impairment, the student may be restricted from participating in those clinical courses where supervision is less available, where the student might have access to prescription drugs in client homes, or might be exposed to illicit drugs in client homes.
- Faculty with the student in the clinical setting is made aware of the medication restriction of the student.
- Failure to submit evidence of on-going rehabilitation treatment will result in permanent dismissal from the Nursing Program.
- Readmission is on a space-available basis.
- A second documented incident of impaired behavior will result in permanent dismissal from the Nursing Program.

Source: Adopted from CSU Fullerton Impaired Student Policy and CSU Chico Impaired Student Policy

### Pregnancy Policy

In order to protect the life of the mother and fetus a student who is pregnant must notify the clinical and lead didactic faculty of her pregnancy. The student must submit a medical release from her physician indicating the advisability of continuing in the semester and program and stating that she may participate in all clinical activities without restrictions. If the student elects to continue in the nursing program, she will accept full responsibility to any risks to herself and the fetus. The student must sign a waiver (See Appendix for the form) indicating acknowledgement of responsibility for the potential risks to herself and the fetus while working in the clinical facility and releasing the university and the health care facility from any responsibility during this time. The student must understand that some clinical settings may not allow pregnant students, depending on

their length of gestation, and the safety of the patient care environment. If the student cannot complete the clinical objectives she must withdraw from the program. Upon return, the student would be eligible for admission as Advanced Placement into the program.

### Attendance/Patient Abandonment

Students are expected to attend ALL classes and clinicals on time as scheduled.

The student will:

- Obtain faculty permission prior to leaving the clinical lab or classroom
- Attend clinical only as scheduled unless faculty approves in writing
- Students are not to go off clinical site while attending clinical coursework

Patient Abandonment – When the student accepts a patient assignment and establishes the “nurse”/student nurse patient relationship, leaving that assignment, without permission and no arrangement for the continuation of nursing care is considered “patient abandonment”. Patient abandonment jeopardizes the patient’s safety and is grounds for dismissal from the program.

See BRN policy on Abandonment on the BRN website <http://www.rn.ca.gov/>

### Clinical Sites:

To provide the best clinical education hospital and community based clinical sites will include:

St. John’s Regional Medical Center  
St. John’s Pleasant Valley Hospital  
Los Robles Hospital  
Community Memorial Hospital  
Ojai Community Hospital  
Ventura County Medical Center  
Children’s Hospital of Los Angeles  
West Hills Medical Center  
Vista Del Mar  
Cottage Health System

### Transportation:

Students are responsible for their own transportation to and from classes and clinical sites. During the Community and Home Health clinical experiences students are responsible for their own transportation to the agency sites that are made throughout the clinical day.

### Procedure for clinical lab signups

**\*Please Note: clinical placement, time, & location are subject to change.**

Courses for signup:

NRS 201  
NRS 223  
NRS 231  
NRS 233  
NRS 241  
NRS 453  
NRS 401  
NRS 421  
NRS 461

This procedure is developed to insure the equal rights of all students to the clinical placement spot of their choice. This procedure, however, in extreme circumstances, may be adjusted by the Nursing Program admissions and retention committee. Students will be notified ASAP of any changes to this procedure.

- 1) In approximately the 11<sup>th</sup> or 12<sup>th</sup> week of each course, the clinical and lab schedule availabilities for the following semester will be posted. At this time, each class is to conduct signups. Documented Equal Opportunity Program (EOP) & Student Support Services (SSS) students will be given priority registration and need to present documentation of EOP qualification and inform the Nursing Program Chair by the 10<sup>th</sup> week of selection for clinical. All attempts should be made by students to avoid the need for a lottery, but if there are more students signed up for a clinical or lab than slots in the clinical/lab, the selection goes to a lottery.
- 2) The lottery proceeds as follows:
  - a. If the clinical or lab has more students sign-up than spaces all names of students signed up for that clinical/lab will be placed in lottery for drawing by a CSU Channel Islands Student Nursing Association officer (or designee) with the support of the Assistant Chair of the Nursing Program
  - b. Names are then drawn and spaces are filled in the desired clinical/lab
  - c. When spaces are filled, then the remaining names are placed in the available clinical or lab slots as their names are drawn. For example if there are eleven slots and there are thirteen signed up the first eleven get spots in the desired lab and the next two are placed in an open clinical/lab slot.
- 3) Once the clinical and lab assignments are made, the clinical/lab sign-up sheets are posted in the Nursing Department. Students are allowed **one week** for collaborative switching. Both individuals need to submit a signed requested to the Assistant Chair of the Nursing Program to switch lab the request must include signatures of both individuals for the mutual consent to switch.
- 4) Once this one week period has passed the FINAL assignments will be posted in the Nursing Department.
- 5) Prior to class beginning, registration forms and tuition are due. It is the students' responsibility to register for the clinical laboratory for which they are assigned in the FINAL assignments with the code provided by the Nursing Office
- 6) It is essential that enrollment and scheduling is done in this manner. At no time should anyone attempt to schedule him or her self in a lab other than those assigned. It causes students who are assigned to a clinical/lab the inability to register for their assigned lab.
- 7) All clinical and lab assignments are FINAL! Even if a clinical/lab space becomes available because someone drops etc., that space is unavailable for anyone already assigned to another clinical/lab. The reason for this are related to administrative procedures prior to the start of a new clinical rotation. The bottom line is, you must stay where you were placed at the time of sign-ups. If for some reason, you think you are in an extraordinary circumstance, and you need to speak to someone about changing, see the Assistant Chair of the Nursing Program. Do not under any circumstances change your schedule through administrative or other means. The Chair will provide you with options, or refer you to the first sentence of item #5 of the registration procedures above.
- 8) Clinical and lab assignments related to time, date and site are subject to change based on availability considerations. A current site of employment is not preferred for student learning.

## Student Support Services

---

The University provides a wide array of services and activities for faculty and students to increase involvement in campus life. The Division of Student Affairs supports and enhances learning and the University community through quality activities, facilities, programs and services. They include: Educational Opportunity Program (EOP); Student Health Center, Student Health Insurance, Financial Aid and Scholarship and University Math and Writing Center.

### Educational Opportunity Program (EOP)

Educational Opportunity Program (EOP) is designed to improve access and retention of low income and educationally disadvantaged students by providing active and targeted support aimed at increasing academic accomplishment and individual empowerment. The ultimate goal is to provide incoming students from disadvantaged backgrounds with the tools that will help them succeed in college and ultimately graduate from California State University Channel Islands. EOP provides educational access and academic, personal, social and economic support services for students whose educational and economic circumstances have been limited.

Nursing students who are enrolled in the Educational Opportunity Program must submit proof on enrollment in the program by the tenth week of the previous semester in order to facilitate priority placement of students into clinical rotations. Additional information on EOP can be found in the catalog at <http://www.csuci.edu/studentlife/eop.htm>

### Student Health Center

The purpose of the Student Health Services is to promote good physical and emotional health. Emphasis is placed on prevention of illness through education. All regularly enrolled students are offered basic health services paid through student fees. There is no charge to see a physician or other medical provider. Additional fees may be charged for some immunizations, outside lab services, and x-rays, if needed. Services available to the Counseling and Student Health Center and at some community clinics include the following:

- Diagnosis and Treatment of Acute Illness and Injuries
- Physical Examinations
- Family Planning, including the state-sponsored Family PACT program
- Pap Smears
- Immunizations
- TB testing
- HIV Testing
- STD Screening and Treatment
- Pregnancy Testing
- Smoking Cessation
- Mental Health
- Health Education Program
- Student Health Advisory Board
- Mental Health Counseling (short term counseling)

## Community Medical Clinics

When the Counseling and Student Health Center is closed or a student is unable to get to campus, basic health care services are available at no cost at any of the following seven Ventura County Medical Clinics listed below. Students must present their student identification card to the seen. (Preferred sites are noted with an \*).

Magnolia Family Medical Center \*  
2240 E. Gonzales Road, Oxnard, CA 93036  
Phone: (805)981-5151  
Urgent Care (805)981-5181

Las Islas Family Medical Group \*  
2400 S. C Street., Oxnard, CA 93033  
Phone: (805)240-7000  
Urgent Care: (805) 483-0198

West Ventura Medical Clinic \*  
133 West Santa Clara Street, Ventura, CA 93001  
Phone: (805) 641-5600  
Urgent Care: (805) 641-5620

Moorpark Family Care Center \*  
35 West Los Angeles Ave., Moorpark, CA 93021  
Phone: (805)529-4624

Conejo Valley Family Care Center  
223 E. Thousand Oaks Blvd. #102, Thousand Oaks, CA 91360  
Phone: (805)370-0600

Santa Paula Medical Clinic  
1334 East Main Street, Santa Paula, Ca 93060  
Phone: (805)933-1122

Sierra Vista Family Care Center  
1227 E. Los Angeles Ave., Simi Valley, CA 93065  
Phone: (805) 582-4000

Fillmore Medical Clinic  
828 Ventura St., Fillmore, CA 93015  
Phone: (805) 524-2000  
Urgent Care (805) 524-8604

## **Student Health Insurance**

Nursing students must have health insurance that covers services beyond the scope of Student Health Services. Information regarding supplement student health insurance may be obtained from the Counseling and Student Health Center, the office of Student Life, or the website [www.csuhealthlink.com](http://www.csuhealthlink.com)

## **Financial Aid and Scholarships Office**

The Financial Aid office assists student in obtaining financial aid resources to meet their educational costs. Students interested in financial aid must complete a Free Application for Federal Student Aid (FAFSA), which can be obtained in the Enrollment Center, although the recommended method of application is through the online application at [www.fafsa.edu.gov](http://www.fafsa.edu.gov) A variety of financial aid resources are available to students including grants, loans, federal work study and scholarships. After students have completed and submitted the FAFSA they may be considered for the following:

Grants, Loans, Federal work study, scholarships.

## **Scholarships**

The University in participation with the community has an endowment that provides scholarships, which are based on academic excellence, financial need and community service. This annual scholarship opportunity takes place each spring and applications are open to both new and continuing students. Students may complete a scholarship application, which is found on the Financial Aid website. Endowed Scholarships can be found in the CSU Channel Islands Catalog, some of the scholarships are particularly suited for nursing students.

## **University Math and Writing Center**

At the Math tutoring lab and the University Writing Center, the process is collaborative. Tutors work with students to encourage effective, independent learning and to further knowledge and understanding during their education at CSU Channel Islands. The new location is in second floor, Broome Library. The student writing guide with discipline specific guidelines is located on the Library's website home page.

## Policies and Procedures for Student Complaints/Grievances

---

### Student Due Process

If a problem or complaint arises, students have the right to have the matter investigated as noted in the Student Judicial Process as described in the CSUCI Catalog. Most problems involve misunderstanding, human error or lack of information about established rules. To address such problems, it is often best to speak directly to the faculty or staff involved. If the matter is not clarified or resolved, it may be useful to talk next with the Chair of the Nursing Program. If not resolved at that level the Chair of the Program can direct students to the Student Judicial Process as stated in the CSUCI catalog. The next step involves a complaint to the Judicial Affairs (Officer of the Dean of Student Life), the Judicial Officer investigates the complaint or allegation. If there is evidence to substantiate the charge, the Judicial Officer will initiate the student disciplinary process. (See complete policy below).

### Accountability

The Vice President for Student Affairs and Judicial Affairs in the Office of Student Development

### Applicability

All registered students at CSUCI

### Definition(s)

Adjudicated –To hear, determine, and settle a case by judicial procedure.

Preponderance –Evidence presented which establishes a majority (51%) in favor of one side or the other.

Adverse-witness –A witness for the University testifying against the accused student.

Informal Disposition –Resolution without formal trial-type hearing usually by mutual agreement between the student and the Judicial Officer, including the sanctions to be imposed, if any.

Where possible, informal procedures are implemented, emphasizing the personal growth and development of the student. Where formal procedures are utilized, the system is designed to provide a prompt, fair, impartial hearing and resolution of the matter. When a complaint is received by Judicial Affairs (the Office of Student Development), the Judicial Officer investigates the complaint or allegation. If there is evidence to substantiate the charge, the Judicial Officer will initiate the student disciplinary process. Judicial Affairs notifies the student(s) in writing of the alleged misconduct and directs the student(s) to schedule a meeting with the Judicial Officer.

At the initial meeting, the student is advised of his/her rights and informed of the evidence supporting the charges. The student is provided with an opportunity to respond and to openly and honestly discuss the incident and possible resolutions of the case. Students involved in criminal violations are subject to remedies through the criminal justice system (e.g. University Police Department and the Ventura County District Attorney's office) as well as Student Disciplinary action. In the event that a resolution cannot be reached through the informal process the Judicial Officer shall proceed to a formal process.

The following rights shall be explained to the accused prior to the commencement of any formal judicial hearing:

- All parties shall be afforded reasonable written notice, at least five (5) working days prior to the hearing. A letter sent to the address listed in the registrar's records shall constitute full and adequate notice. Written notice shall include:
  1. A statement of the time, place and nature of the proceeding.

2. A statement of the nature of the case and of the jurisdiction under which it is to be adjudicated.
  3. A brief statement of matters asserted. Thereafter, upon request by the accused, a more detailed and definitive statement will be furnished prior to the commencement of any formal hearing.
- An accused student may choose to have an advisor present at the hearings.
  - All hearings will be conducted on the basis that the accused is not in violation until the preponderance of evidence proves otherwise.
  - All hearings shall be private and closed only to persons directly involved in the matters being adjudicated. The accused may request that a hearing be open to others. The University shall consider such a request in light of the best interests of all persons involved and of the university.
  - The accused may inspect any evidence presented in support of the charges. Evidence may be presented in defense of the accused.
  - The accused may hear and question adverse witnesses.
  - The accused shall not be forced to present self-incriminating evidence; however, the University is not required to postpone disciplinary proceedings pending the outcome of any criminal prosecution.
  - The determination of "in violation" or "not in violation" as charged, shall be based solely on the evidence presented at the hearing.
  - The determination from a formal hearing and any sanctions assigned and the Student's Appeal Rights shall be furnished in writing to the accused within five (5) working days following the hearing.
  - The enrollment status of the accused shall remain unchanged pending the University's final decision in the matter except in cases where the President or President's designee determines that the safety, health, or general welfare of a student or the university is involved.

The Judicial Officer and/or the Hearing Officer may recommend any disciplinary action listed below with any appropriate modifications as well as any of the penalties listed under informal disposition.

#### Verbal Disciplinary Warning

A verbal disciplinary warning is an official warning that the student's behavior is in violation of the CSUCI Student Code of Conduct. The verbal warning is the least severe of all the sanctions. If the student is found to be in violation of a second charge, subsequent action may be more severe.

#### Written Disciplinary Warning

A written disciplinary warning is an official reprimand for violations of specified University policies or campus regulations. The written warning is placed in the students file for a specified period of time. The warning is then removed if the student does not commit any further violations during the specified time. If the student is found to be in violation of a second charge, subsequent action may be more severe.

#### Disciplinary Probation

Disciplinary probation status is designed for a specific length of time extending from a month to a number of semesters. Restrictive conditions may be imposed and vary according to the severity of the offense. Restrictive conditions include, but are not limited to, the following: loss of good standing, which may become a matter of record; the loss of eligibility to receive any university award, scholarship, loan, honorary recognition, or initiation into any local or national organizations; denial of the privilege to occupy a position of leadership or responsibility in a university student organization, publication, or activity, and loss of privilege to represent the university in a public capacity.

While under disciplinary probation, the student is given a chance to show the capability and willingness to live in accordance with the university rules. However, if the student is found to be in violation through another action while on disciplinary probation, more serious consideration will be given to suspension or expulsion from the university.

### Suspension\*

A student involved in an offense warranting consideration of action more serious than disciplinary probation, or one involved in repeated misconduct may face suspension. Suspension is the separation of the student from the university for a specified period of time, after which the student is eligible to return, provided that the student has complied with any conditions imposed as part of the suspension. The length of the suspension period shall be definite and may extend from days to a number of semesters. During suspension, a student may not attend class.

### Expulsion\*

Expulsion is the permanent separation of the student from student status from the university. When an offense is of such severity that the university will not allow the student to re-enroll, the student will be expelled. When a student has been expelled from the university for disciplinary reasons, a full report will be placed in the permanent record of the individual concerned.

\* These sanctions may be deferred, i.e., the student may be permitted to remain in school on condition that he/she waives the right to a formal hearing for a subsequent violation. Sanctions may be imposed separately or in combination with other disciplinary action.

### Restitution

Reimbursement, either monetary or by service(s) performed to, or misappropriation of University property, or property belonging to campus community members.

### Special Assignment

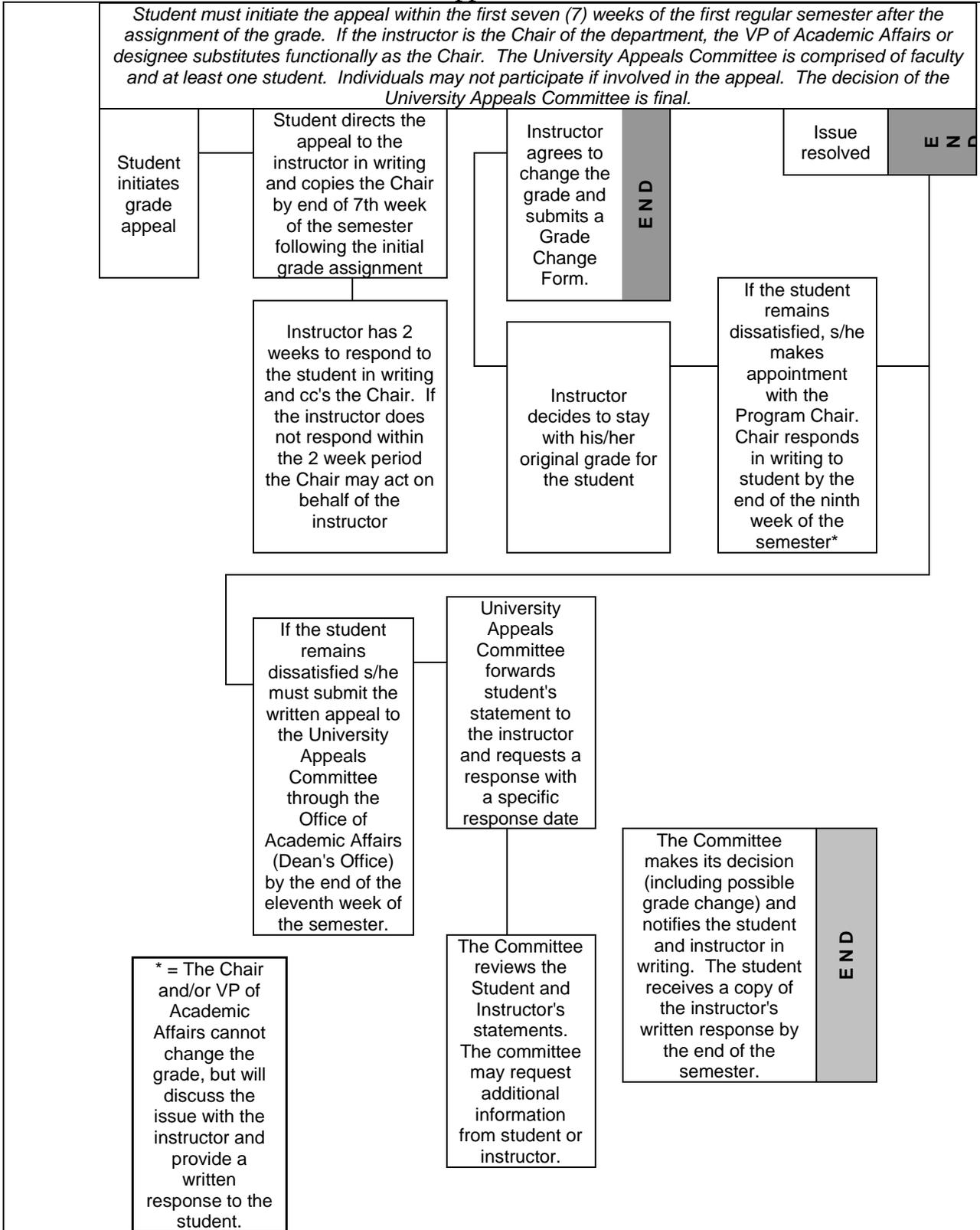
Assignment of costs, labor, duties or other responsibilities, (e.g., apology, research paper, community services etc.), which are appropriate to the violations. Special assignments may be imposed at any level of sanctions.

### Course Grade Appeals - As identified in the CSUCI Catalog the policy on grade appeals includes

1. Each student has the right to appeal the final course grade, but only the final grade. For example, a student may not appeal grades on individual assignments and/or examinations
2. Appeals are limited to situations in which the student believes the grade was “prejudicially”, “capriciously” or “arbitrarily” assigned.
3. The appeal must be initiated within the first seven weeks of the first regular semester after assignment of the grade. A student who believes that the course grade has been assigned inappropriately must follow the proper steps in the appeal process, observing the time limits for completion of the steps as follows:
  - a. Step 1: The grade appeal must first be directed to the instructor of the course, in writing by the end of the seventh week of the semester and copied to the Chair of Nursing Program or department Chair. If the grade is not correct, the instructor can change the grade with a change of grade form. The instructor has two weeks to respond to the student's request in writing and copied to the Chair of the Nursing Program or department Chair. Students who file a grade appeal after the fifth week may not have their appeals settled by the end of the semester.
  - b. Step 2: If the grade is correct and the student is not satisfied with the instructor's explanation, and intends to appeal the grade, the student must make an appointment to speak with the Nursing Program Director. If the instructor is not available or does not respond to the student's appeal within the given time frame, the Nursing Program Chair or Program Chair may act on behalf of the instructor. If the Nursing Program Chair or Program Chair is the instructor, the student should speak with the Associate Vice President of Arts and Sciences (or designee). The program chair or Associate Vice President of Arts and Sciences (or designee) cannot change the grade, but will then discuss the issue with the instructor and provide a response by the end of the ninth week of the semester to the student.

- c. Step 3: If the Student is not satisfied after receiving the response from the appropriate administrator, the student should submit a written appeal by the end of the eleventh week of the semester to the University Appeals Committee through the office of Academic Affairs.
  - d. Step 4: The University Appeals Committee will forward the student's statement to the instructor in writing. The instructor will be required to respond in writing by a specified date within the semester. The student's statement and the instructor's response will be reviewed by the entire committee, after which the committee can:
    - 1. Request more information from the student and/or the instructor
    - 2. Decide to change or maintain the grade
  - e. Step 5: When the committee has made its decision it will notify the student and instructor in writing and the student will be given a copy of the instructor's written response by the end of the semester
4. The University Appeals committee shall consist of faculty and at least one student
  5. Individuals may not participate as a member of the University Appeals Committee in review of an appeal if they are a participant in the appeal.
  6. The decision of the University Appeals Committee is final
  7. If a student is a candidate for graduation, the grade appeal must be initiated 30 days from the last day of the semester. The Office of the Registrar must be notified in writing of the intent to appeal the grade. The degree will not be granted until the grade change process has been completed.
  8. No grades can be changed for any reason after a degree has been granted.

## Grade Appeal Flow Chart and Process



## Organization of the Nursing Program

---

The organizational structure of the Nursing Program is discussed below and is subject to approval of faculty. The Nursing Program's standing committees meet once per month during the academic year and include Faculty/Fiscal Affairs, Curriculum & Instruction, and Student & External Affairs Committee and Faculty. Nursing Program committees function as fact-finding, advisory, and coordinating bodies consistent with university policies. The Chair appoints faculty members to the Committees.

### Committees

Faculty/ Fiscal Affairs Committee provides the structure for the governance of the Nursing Program. The faculty members review and revise school academic policies, develop and revise curriculum develop and approve policies relative to grading, reviews petition for readmission into the department and evaluation of student performance. Students who attend these committee meetings are not voting members, but are valued for the ability to articulate the views of the student body and to enhance two-way communication between the faculty and students. Two student representatives from level I, II are members of the committee.

Curriculum & Instruction Committee is responsible for curriculum/program review and the approval body for curricular and instructional functions. The committee serves as the clinical agency site review authority and evaluation body. The committee also serves as the mechanism for implementing the program evaluation, new program development and new faculty orientation.

Student & External Affairs Committee is responsible for policy development, advisement, and fostering coordination of student group functions and activities, maintaining channels of communication between faculty and students, coordination of student recruitment activities, coordination of volunteer activities, coordination of scholarships and awards. One student representatives from the student body is invited to be a member of the committee.

### Advisory Board

The Nursing Program Advisory Board functions to advise the nursing faculty of changes nursing practice in the surrounding healthcare community and to provide assistance with strategic planning and directions for the program. The board also assists with financial support to increase the visibility and knowledge of the activities of the nursing department and assists in communication of the nursing program projects and new programs to the surrounding community including friends, alumni and others interested in nursing in Ventura County. The board provides opportunities to collaborate with the surrounding community college nursing programs and provide opportunities for employment for CSU Channel Islands in the surrounding community. The board collaborates to offer preceptor and work study experiences for CSU Channel Islands Nursing Students. The Nursing Advisory Board meets once yearly.

### Extracurricular Activities

California Student Nurses Association (CSU Channel Islands – SNA) is established as a chapter of the California Nursing Student Association (CSNA) and the National Student Nurses' Association (NSNA) Inc. Nursing students participate together forming one student nursing organization. As a student you must join the state and national organizations. Information on the NSNA can be found at <http://www.nsna.org/>, and enrollment can be completed online. The Channel Islands' SNA is listed on CI Sync.

American Red Cross Club at CSU Channel Islands (American Red Cross Club) is established as a campus chapter of the American Red Cross. Guided by the fundamental principles of the American Red Cross and its mission to prevent, prepare for and respond to emergencies, the American Red Cross Club of California State University – Channel Islands learns, practices and exemplifies humanitarian values through youth service projects and partnerships with other community groups. All service projects implemented by the club must fall into one of the five lines of service of the American Red Cross: Disaster Service; Preparedness and Health and Safety Services; International Services; Biomedical Services; Service to the Armed Forces. The American Red Cross campus chapter is listed on CI Sync.

#### Volunteer Activities:

Students are encouraged to enroll in volunteer activities through campus chapters, e.g., SNA & American Red Cross. A community service form must be completed in to record activities. This form identifies the exact date, time, location, objectives, strategies, and evaluation. Students must adhere to dress guidelines per the club advisor when involved in volunteering. No student may provide skilled services, such as vital signs, blood monitoring, or patient education, without the presence of licensed personnel, preferably faculty or a registered nurse. Volunteer activities will be posted on CI Sync. All activities must be approved by club advisors to get credit for volunteer hours.

#### Honors and Awards upon Graduation

Students qualify for University Honors based on the following criteria:

- CSUCI candidate must complete a minimum of 30 units of courses taken at CSU Channel Island for a letter grade and earn a GPA of 3.5 or above in all work taken at CI. Students with a previous baccalaureate degree do not qualify for honors upon graduation. Student earning must earn the following cumulative grade point averages in all undergraduate courses, including transfer work:
  - Cum Laude 3.5-3.74
  - Magna cum Laude 3.75-3.89
  - Summa cum Laude 3.9-4.0

Students can be selected for the following Mission-Based Awards:

- Outstanding Integrative Approaches Award – granted to a student who exemplifies an education marked by integrative-approaches from more than one discipline
- Outstanding Experiential and Service Learning Award – granted to a student who exemplifies an education marked by experiential and service learning
- Outstanding Multicultural Perspective Award – granted to a student who demonstrate a widening of multicultural perspectives
- Outstanding International Perspective Award – granted to a student who demonstrate a widening of international perspectives

Students who qualify can receive the Silver Dolphin Award based on the following criteria:

- Achieve excellent in academic (3.2 or higher)
- Maintained regular attendance at co-curricular activities
- Participate regularly in service to the CI community and surrounding communities
- Demonstrated commitment to and growth in each of the Dimensions of Development
- Upheld the standards listed in the CSUCI Student Leaders' Personal Code of Honor

Student may be recognized in the Who's Who Among Students for their work as a scholar and in community service.

In addition each Program recognizes students in each major for the Program Honors. These students, selected by the faculty in the discipline, are honored for distinguished academic work in the major.

### CSU Channel Islands Nursing Honor Society

#### Bylaws, Membership, & Events

The CSU Channel Islands Honor Society has adapted its Bylaws, rules, and organizational structure from Sigma Theta Tau International.

Student in each of the classes (Generic, Cottage, ADN-BSN (fast track), and RN-BSN) are eligible to become member of the CSU Channel Islands Honor Society. The society awards membership based on academic standing and leadership ability. The top academic achieving thirty-five percent (35%) of each class (Generic, Cottage, ADN-BSN (fast track), and RN-BSN) who have at least a 3.0 total GPA will be considered for introduction into the honor society. Students are inducted in their last fall semester of the nursing program. Nurse leaders may also be nominated for induction into the society.

The CSU Channel Islands Nursing Honor Society holds events during the academic year. The events are announced and open to all inductees as well as invited guests. .

# Appendices

## Code of Ethics for Nurses

The American Nurses Association House of Delegates approved nine provisions for the Code of Ethics for Nurses in July 2001. The following are the nine provisions:

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by the consideration of social or economic status, personal attributes, or the nature of the health care 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 and professional growth.
6. The nurse participates in establishing, maintaining and improving healthcare 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 effort to meet health needs.
9. The profession of nursing, as represented by association and their members, is responsible for articulating nursing values, for maintaining the integrity of the professional and its practice, and for shaping social policy.
10. Reprinted with permission from American Nurses Association, Code of Ethics; ©2001 American Nurses Publishing.



**BOARD OF REGISTERED NURSING**  
P O Box 944210, Sacramento, CA 94244-2100  
TDD (916) 322-1700  
Telephone (916) 322-3350  
www.rn.ca.gov  
Ruth Ann Terry, MPH, RN  
Executive Officer



**STANDARDS OF COMPETENT PERFORMANCE**  
Excerpt From California Code of Regulations  
Title 16 - Chapter 14

---

### 1443.5. Standards of Competent Performance

A registered nurse shall be considered to be competent when he/she consistently demonstrates the ability to transfer scientific knowledge from social, biological and physical sciences in applying the nursing process, as follows:

- (1) Formulates a nursing diagnosis through observation of the client's physical condition and behavior, and through interpretation of information obtained from the client and others, including the health team.
- (2) Formulates a care plan, in collaboration with the client, which ensures that direct and indirect nursing care services provide for the client's safety, comfort, hygiene, and protection, and for disease prevention and restorative measures.
- (3) Performs skills essential to the kind of nursing action to be taken, explains the health treatment to the client and family and teaches the client and family how to care for the client's health needs.
- (4) Delegates tasks to subordinates based on the legal scopes of practice of the subordinates and on the preparation and capability needed in the tasks to be delegated, and effectively supervises nursing care being given by subordinates.
- (5) Evaluates the effectiveness of the care plan through observation of the client's physical condition and behavior, signs and symptoms of illness, and reactions to treatment and through communication with the client and health team members, and modifies the plan as needed.
- (6) Acts as the client's advocate, as circumstances require, by initiating action to improve health care or to change decisions or activities which are against the interests or wishes of the client, and by giving the client the opportunity to make informed decisions about health care before it is provided.

Authority cited: Section 2715, Business and Professions Code. Reference: Sections 2725 and 2761, (effective 7/17/85).

## 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.

(Added Stats 1986 ch 493 § 1. Amended Stats 1999 ch 83 § 3 (SB 966) (ch 914 prevails), ch 914 § 1 (AB 1545); Stats 2001 ch 289 § 2 (SB 298).)

### **2725.3. Functions performed by unlicensed personnel**

(a) A health facility licensed pursuant to subdivision (a), (b), or (f), of Section 1250 of the Health and Safety Code shall not assign unlicensed personnel to perform nursing functions in lieu of a registered nurse and may not allow unlicensed personnel to perform functions under the direct clinical supervision of a registered nurse that require a substantial amount of scientific knowledge and technical skills, including, but not limited to, any of the following:

### **2725.3. Functions performed by unlicensed personnel (cont.)**

(1) Administration of medication.

(2) Venipuncture or intravenous therapy.

(3) Parenteral or tube feedings.

(4) Invasive procedures including inserting nasogastric tubes, inserting catheters, or tracheal suctioning.

(5) Assessment of patient condition.

(6) Educating patients and their families concerning the patient's health care problems, including postdischarge care.

(7) Moderate complexity laboratory tests.

(b) This section shall not preclude any person from performing any act or function that he or she is authorized to perform pursuant to Division 2 (commencing with Section 500) or pursuant to existing statute or regulation as of July 1, 1999.

(Added Stats 1999 ch 945 § 2) (AB 394).

**Track 1 Curriculum**  
**Generic Curriculum 120 units beginning with class of 2017**

<b>Year</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>1</b>	BIOL 217 (4) BIOL 210 (4) GE B3 (Math) (3) ENG 105 (3) PSY 100 (3) <b>17</b>	BIOL 211 (4) CHEM 110 (4) COMM 101 (3) ANTH 102 or SOC 100 (3) GE A3 Critical Thinking (3) <b>17</b>  <b>Admitted after this semester</b>	
<b>2</b>	NRS 200 (3) NRS 201 (3) NRS 204 (1.5) NRS 306 (3) GE C3a Language (3) <b>13.5</b>	NRS 220 (3) NRS 221 (3) NRS 304 (2) HIST (3) GE C1 (3) <b>14</b>	) NRS 240 (2) NRS 241 (2) <b>4</b>
<b>3</b>	NRS 222 (3) NRS 223 (3) ANTH 443 (3) or NRS 348 POLS 150 (3) <b>12</b>	NRS 350 (3) NRS 352 (2) NRS 230 (2) NRS 231 (2) BIO 432 (3) <b>12</b>	NRS 232 (2) NRS 233 (2) <b>4</b>
<b>4</b>	NRS 452 (3) NRS 453 (3) NRS 460 (3) NRS 461 (2.5) *Any C2 Lit (3) <b>14.5</b>	NRS 420 (3) NRS 421 (3) NRS 401 (1) NRS 391 (2) NRS 342 (UDGE) (3) <b>12</b>	

\* Any category D upper Division Interdisciplinary GE

Revised 10.14

**CSU Channel Islands BSN Program**  
Request for a Letter of Recommendation from a Nursing Faculty Member

Date of Request: \_\_\_\_\_ Instructor: \_\_\_\_\_

Student Name: \_\_\_\_\_ Email: \_\_\_\_\_

Student Address: \_\_\_\_\_

Date Letter Needed: \_\_\_\_\_

Letter to be mailed to student at home (Must include stamped, self-addressed envelope)

Letter to be picked up in Nursing Program

Letter to be picked up in faculty member's mailbox (outside door)

Please list the semester, year and course in which you completed the class of the above instructor:

Didactic: \_\_\_\_\_

Clinical: \_\_\_\_\_

Please provide the following information concerning the letter and the person to whom the letter is to be addressed:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Facility Name and Address:

\_\_\_\_\_  
\_\_\_\_\_

Purpose of the letter (employment, scholarship, internship etc.)

Specific information you would like included in the letter: (Include volunteer activities and hours, student nurses association, committee work, tutoring etc.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please allow at least 2 weeks minimum for processing. Please personally contact the instructor prior to the submission of this form.

## CSU Channel Islands BSN Program Policy and Procedure Regarding Student Pregnancy

CSUCI Nursing Program requires the student who is pregnant:

1. Notify the Clinical Faculty and the Nursing Program Chair of her pregnancy.
2. Submit a medical release form from her physician indicating the advisability of continuing in the program and stating that she may participate in all clinical activities without restriction. (Take the list of Nursing Student Physical Requirements included in this handbook for the Health Care Provider to review)
3. If she elects to continue in the nursing program she accepts full responsibility for any risks to herself and the fetus.
4. Sign a waiver (below) indicating acknowledgement of responsibilities for the potential risks to herself and the fetus while working in the clinical facility; releasing the college and health care facility of any responsibility during this time.
5. Understand that some clinical facilities may not allow a pregnant student depending on the length of gestation and the clinical setting. If the student cannot complete the clinical objectives she must withdraw from the program.

---

As a student currently enrolled in the CSUCI BSN Program, I have read and agreed with the above policy and procedure on pregnancy and accept full responsibility for risks to myself and fetus.

\_\_\_\_\_ Date: \_\_\_\_\_  
Student (PRINT )

\_\_\_\_\_  
Student Signature

\_\_\_\_\_ Date: \_\_\_\_\_  
Nursing Program

Chair



# Channel Islands

CALIFORNIA STATE UNIVERSITY

**Health Sciences Department**  
**HEALTH APPRAISAL**

*(This side to be completed by applicant)*

Date: \_\_\_\_\_

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Middle: \_\_\_\_\_

Student ID#: \_\_\_\_\_ DOB: \_\_\_\_\_ Phone: \_\_\_\_\_ Sex: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

**Medical History**

Abdominal Pain  Yes  No

Allergies  Yes  No

If yes, list: \_\_\_\_\_

Anemia  Yes  No

Anxiety  Yes  No

Asthma  Yes  No

Back Pain/Injury  Yes  No

Depression  Yes  No

Diabetes  Yes  No

Eating Disorder  Yes  No

Epilepsy/Seizure  Yes  No

Headaches/Migraines  Yes  No

Head Injury/Concussion  Yes  No

Hearing Problems  Yes  No

Heart Disease/Murmur  Yes  No

Other: \_\_\_\_\_

Hernia  Yes  No

Kidney Disease  Yes  No

High Blood Pressure  Yes  No

Liver Disease/Hepatitis  Yes  No

Surgery  Yes  No

Date & Type: \_\_\_\_\_

Thyroid Disease  Yes  No

Ulcers/Gastritis/GERD  Yes  No

Vision Problems  Yes  No

Smoke  Yes  No

Packs per week: \_\_\_\_\_

Alcohol Use  Yes  No

Drinks per week: \_\_\_\_\_ Drinks per month: \_\_\_\_\_

Drug Use  Yes  No

Type/Frequency: \_\_\_\_\_

Current medications / herbs / supplements:  Yes  No List: \_\_\_\_\_

Who is your primary care physician? \_\_\_\_\_

Have you ever been hospitalized?  Yes  No

If yes, give date and reason for hospitalization: \_\_\_\_\_

Have you ever failed a physical examination?  Yes  No

If yes, please explain reason(s): \_\_\_\_\_

**This information may be shared with the department requesting the Health Appraisal and/or with the medical facility to which I may be assigned.**

The above information is true and correct to the best of my knowledge.

Signature  
Over Please!

Date

## PHYSICAL EXAMINATION

(This side to be completed by Physician/Examiner)

Name: \_\_\_\_\_ ID#: \_\_\_\_\_

Height: \_\_\_\_\_ Weight: \_\_\_\_\_ B/P: \_\_\_\_\_ Pulse: \_\_\_\_\_ Resp: \_\_\_\_\_ LMP: \_\_\_\_\_

Vision Screening: Right: 20/ \_\_\_\_\_ Left: 20/ \_\_\_\_\_ Both: 20/ \_\_\_\_\_

With glasses: Right: 20/ \_\_\_\_\_ Left: 20/ \_\_\_\_\_ Both: 20/ \_\_\_\_\_

Hearing Screening: Right: \_\_\_\_\_ Left: \_\_\_\_\_

### TB SCREENING

*Two-Step PPD Skin Test is required for all Health Science students.*

*(Students with a history of a positive TB test must submit a radiology report of a chest x-ray taken within 6 months.)*

TB Mantoux Test given date: \_\_\_\_\_ Results date: \_\_\_\_\_ Induration: \_\_\_\_\_

TB Mantoux Test given date: \_\_\_\_\_ Results date: \_\_\_\_\_ Induration: \_\_\_\_\_

Chest X-ray date: \_\_\_\_\_ Chest X-ray results: \_\_\_\_\_

(Copy of Reading Report required.)

### VACCINATIONS

*(Students must have documentation of vaccinations or have titers demonstrating immunity.)*

Vaccination	Date	Results	Vaccination	Date	Results
MMR #1		N/A	Hepatitis B #1		N/A
MMR #2		N/A	Hepatitis B #2		N/A
Rubella Titer*			Hepatitis B #3		N/A
Mumps Titer*			Hepatitis B Surface Antibody Titer*		
Rubeola Titer*			Varicella*		
Tdap**		N/A	<i>*Copy of blood tests results required</i>		
**Must have been received within five (5) years.			Proof of seasonal flu/H1N1 vaccination must be submitted annually by October 15		

### EXAMINATION

Basic Exam		Yes	No	Comments
General:	Alert, well appearing, no apparent distress.	<input type="checkbox"/>	<input type="checkbox"/>	
Ears:	Canal without tenderness or exudate. TMs good landmarks/light reflex, no erythema.	<input type="checkbox"/>	<input type="checkbox"/>	
Sinus:	Patent nares; no sinus tenderness to palpation.	<input type="checkbox"/>	<input type="checkbox"/>	
Pharynx:	No erythema, exudate; no tonsillar enlargement.	<input type="checkbox"/>	<input type="checkbox"/>	
Neck:	Supple, no adenopathy; no thyromegaly.	<input type="checkbox"/>	<input type="checkbox"/>	
Lungs:	Equal breath sounds; no respiratory distress; no wheezes, rhonchi or rales.	<input type="checkbox"/>	<input type="checkbox"/>	
Heart:	Regular rhythm; no murmurs, gallops or rubs.	<input type="checkbox"/>	<input type="checkbox"/>	
Abdomen:	Active BS; soft; no tenderness, guarding, masses or organomegaly; no CVA tenderness.	<input type="checkbox"/>	<input type="checkbox"/>	
Skin:	No rashes, petechiae or other lesions.	<input type="checkbox"/>	<input type="checkbox"/>	
Neuro:	DTRs +2 bilaterally; strength 5+/5+; Romberg negative.	<input type="checkbox"/>	<input type="checkbox"/>	
Back:	Straight, full ROM; non-tender to palpation	<input type="checkbox"/>	<input type="checkbox"/>	
Other:				

Physician's Office Stamp

Accepted for Program: Yes  No

Physician/FNP Signature

Date



# Channel Islands

CALIFORNIA STATE UNIVERSITY

## **Tuberculosis Screening Information 2-Step TB Test Information**

1. If you have never had a Tuberculosis (TB) skin test or have not had one in two years, you need to have a 2-Step TB test.
2. Directions for 2-step TB – 2 PPD skin tests with Intermediate Strength PPD vaccine need to be one week apart and documented on the health history
3. **IMPORTANT:** If you are to have a MMR (Measles, Mumps and Rubella) immunization and also need to have a 2-step TB test, first have the TB test without the MMR and have the MMR with the second TB test. The MMR can invalidate the results of the TB test, and you will have to wait 6 weeks to have the TB test redone.
4. If you have had a documented negative Tuberculosis (TB) Skin test within the year you must have a current record within the Student Health Services.
5. If you have had a documented a positive Tuberculosis (TB) skin test you must have a clear chest x-ray (defined as negative for active tuberculosis) within one year of admissions. Periodic timing of TB screening and surveillance is determined by the Student Health Services at CSU Channel Islands.
6. Please remember to bring documentation of immunizations to your MD appointment or with the Student Health Services at CSU Channel Islands.
7. If you have had a previous TB test get another then start with that date for next 2-step.

# CSU Channel Islands BSN Program

## 30 Unit Option Waiver

Please complete this form and return to the Nursing Program Director

Name \_\_\_\_\_ Date \_\_\_\_\_

I have been counseled by the Nursing Program Chair and I understand that 30 unit option LVN does not meet the requirements for the Baccalaureate of Science in Nursing Degree. Students completing this program will not be a graduate of the University's nursing program and cannot receive the program's pin or diploma. Additionally, many states in the United States do not recognize persons completing this option as being a Registered Nurse. Thus, many states will not grant reciprocity (licensure by endorsement) to 30 Unit LVN students who have successfully passed the NCLEX-RN examination. The licensure resulting from completion of this option cannot be changed at a later date.

Student's Name (Print) \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_

Chair of Nursing Program (Print) \_\_\_\_\_ Date \_\_\_\_\_

Chair of the Nursing Program's Signature \_\_\_\_\_

## CSU Channel Islands Nursing Program

### ATI Proctored Exam and Remediation Policy

#### PURPOSE:

The nursing program at CSUCI has the student nurse's complete success as its top priority. To that end, a comprehensive program of quality assessment called ATI Assessment Technologies, Inc. is utilized. Modules and exams have been proven to increase student success in both program content and NCLEX pass rates ([www.atitesting.com](http://www.atitesting.com)).

#### GENERAL INFORMATION:

Prior to entering the program, students have been introduced to the TEAS. During the first semester students will be taking the Critical Thinking Entrance Exam. Then during the final semester The Critical Thinking Exit exam will be administered. Each Content Mastery Series module follows the program algorithm for testing and, if necessary, remediation and retesting. Each course has designated benchmarks to predict the likelihood of passing the NCLEX-RN. Course faculty will be the resource for further instruction regarding ATI and the comprehensive program.

#### Matrix of Nursing Program ATI Proctored Assessments

Course	ATI Assessment
NRS 306 Pathophysiology	Critical Thinking Entrance
NRS 200 Introduction to Professional Practice	Fundamentals
NRS 304 Pharmacology of Nursing Practice II	Pharmacology
NRS 230 Nursing Care of Women, Infants and Children	Maternal Newborn
NRS 232 Nursing Care of Children and Families	Nursing Care of Children
NRS 240 Psychiatric and Mental Health	Mental Health
NRS 420 Nursing Care of the Complex Client Across the Continuum	Adult Medical Surgical
NRS 452 Community Health Nursing	Community Health
NRS 460 Nursing Leadership and Professional Issues	Leadership Management
Open Sim lab Day End of program beginning 2016	Critical Thinking Exit *
Open Sim Lab Day – End of program beginning 2016	Comprehensive Predictor *

Beginning in 2016 the program will have an end of the program testing day in which Critical Thinking post- test and Comprehensive predictor will be administered and proctored by the simulation lab coordinator.

#### POLICY:

Use of ATI Comprehensive Package: To prepare the student for the final ATI examination each course should include orientation to the non-proctored exam and study guide in the first week of class. The course instructor will release a practice exams associated with the ATI proctored exam within the first two weeks in the beginning of the course; additional practice exams may be released at faculty discretion. A proctored exam will be administered within the last month of class (or if a summer course, after 75% of the course content has been

completed); a remediation plan then will be required to be completed before the final exam or as outlined in the course syllabi, if necessary.

The ATI RN Content Master Series defines level proficiency as such:

Proficiency Level	Definition of criterion	Student Expectations based on Proficiency
Level 3	A Student meeting the criterion for Proficiency level III demonstrates high level of knowledge that supports academic readiness	<ul style="list-style-type: none"> <li>Student is expected to exceed NCLEX-RN standards in this content area</li> </ul>
Level 2	A Student meeting the criterion for Proficiency level II demonstrates a level of knowledge that adequately support curricular content	<ul style="list-style-type: none"> <li>Student is expected to readily meet NCLEX-RN standards in this content area</li> </ul>
Level 1	A Student meeting the criterion for Proficiency level I demonstrates a minimal level of knowledge in content area	<ul style="list-style-type: none"> <li>Student is expected to just meet NCLEX-RN standards in this content area</li> </ul>
Below Level 1		<ul style="list-style-type: none"> <li>Student is not meeting NCLEX-RN standards in this content area</li> </ul>

An ATI proctored exam is worth up to 5% of the total course points. The following delineates how the points are determined.

Formula for course points for ATI Proctored Exam Assigned by Proficiency Level and/or Need for Remediation

Proficiency Level	% of course points designated for ATI exam	Example: Course with 400 points (400 x 0.05 = 20 points)
Level 3	100%	20 points
Level 2	85%	17 Points
Level 1 and below	75%	15 points only with successful remediation
Level 1 and below		0 points if remediation plan not completed

## Remediation Procedure for ATI Proctored Exams:

**Rationale:** ATI defines level 1 proficiency as one who is expected to *just meet* NCLEX-RN® standards in the content area that has been tested, demonstrating the *minimum level* of knowledge in this content area required to support academic readiness for subsequent curricular content, and meeting the *absolute minimum* expectations for performance in this content area. The rationale for the Nursing Program setting the ATI proficiency at level 2 and above, as the standard, is to assure the student achieves a sound foundation for nursing practice.

### Procedure:

Faculty will include essential aspects of the ATI policy in the course syllabus which also include instructions for practice exams, time, date and location of the ATI proctored exam as well as the method and timeframe for completion of the remediation plan.

Faculty will include the breakdown of the ATI course points based on the formula above.

Students will adhere to the following steps in completing the remediation plan: Log into ATI and select the “**My Results**” tab.

- From the Proctored Assessments menu, look for the Proctored Assessment exam that was taken, and access the **Assessment Report**, which provides a list of **Topics to Review**.
- Obtain a focused review by selecting the **Focused Review** next to the Assessment Report, and click on **Create**: On the next page, enter a % that is  $\leq$  to your final score (e.g., less than or equal to 71%, such as between 50 – 70%) in “sections where percent is below \_\_\_” to obtain areas of focus review; then **Create Focused Review**.
- Choose at least 2 content areas in which the results fell below Level 1: it is highly recommended to choose the 2 lowest scored areas or areas reflecting the need for further focused review relating to specific content in the class or clinical.
- Identify the ATI study plan by choosing two or more activities identified by ATI and/or resources from the course, e.g., textbook readings, study guide, and a timeframe for completing the plan.

**The focused review remediation plan and expected timeframe will enhance knowledge in the nursing courses.** All instructions, in the course syllabus, should be followed for submitting the plan completely and timely. If further details are necessary, go to the “**How To**” tab on ATI; select ATI Plan 2.0 Quick Orientation Videos and watch “*How to Access Results and Focused Review*”.

The remediation plan should include:

Your name and date

1. The 2 (or more) areas of content you selected for focused review
2. The content activities (2 or more) and date that you reviewed or plan to review for each chosen activity
3. At least one self-identified goal/summary for success
4. Upon completion of your remediation plan, follow the directions for submitting the remediation plan on the course syllabus. Instructions may include submitting the plan via email or a meeting with the course instructor during office hours. Submit a copy of the study plan via email or hand deliver to the course instructor by **5 pm on \_\_\_\_\_(date)**
5. All remediation plans are to be initialed and dated by the course instructor, and filed in the student file.

The remediation plan is required. If however, the plan is not turned in a timely manner or not completed as instructed 0 points will be awarded.

# CSU Channel Islands BSN Program

## Acknowledgement Policies, Procedures and Guidelines

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

I also understand that policies, procedures and guidelines may be altered by the faculty/curriculum committee. I am aware that there is student representation in the faculty/curriculum committee. Any changes in policies, procedures and guidelines will be made available to the students on the Nursing Program Website under admitted students.

First and Last Name (Please Print): \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Please sign and return to the Nursing Program office by: **June 26, 2015**



## CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS ACADEMIC SENATE POLICY

### Policy on Student Participation in Commencement Exercises

**Policy #:** 09-10

**Supersedes Policy #** 07-05

**Drafted By:** Student Academic Policies and Procedures

**Applicability:** All CSU Channel Islands students

**Definitions:** *Commencement* – The official University ceremony held in May of each year to recognize the achievements of graduates, degree candidates and teaching credential recipients.

*Graduation* – The process of verifying completion of degree requirements and conferring the degree.

*Published Deadline* – Deadline to apply for graduation as published in the Schedule of Classes and on [www.csuci.edu](http://www.csuci.edu).

**Purpose:** To describe which students are eligible to participate in commencement.

**Background:** This policy delineates criteria for graduate student participation in commencement. The criteria for undergraduates are established in policy #SP 07-05. This policy establishes that graduate students must have advanced to candidacy to participate in commencement, aligning criteria for participation with the university description of commencement as a ceremony for degree candidates. This policy removes the August 31 cut off date to accommodate the different master's degree program schedules.

**Policy:**

Commencement is held annually at the end of the spring semester. Undergraduate students who have completed a degree the previous summer or fall terms are eligible to participate in the ceremony along with those who plan to complete their degrees in the spring or subsequent summer and have filed an Application for Degree and Diploma. Graduate students who have completed degree requirements the previous summer or fall terms are eligible to participate in the ceremony along with those who plan to complete their degrees in the spring or subsequent summer and have advanced to candidacy. Names of graduates and degree candidates who have applied for graduation by the published deadline will be published in the Commencement Program. Students who do not wish to have their names published in the Commencement Program may opt out by filing a Request to Withhold Directory Information form with the Records and Registration office.