

# California State University Channel Islands

Bachelor of Science in Nursing

## Student Handbook Admitted Fall 2018 / Spring 2019



Channel Islands

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CALIFORNIA STATE UNIVERSITY

## TABLE OF CONTENTS

Introduction .....	5
School of Nursing Approval/Accreditation .....	5
Nursing Programs Offered.....	6
CSU Channel Islands Mission Statement .....	6
Nursing Program Mission Statement.....	6
CSU Channel Islands Nursing Program Philosophy .....	7
Goals of the Baccalaureate Program .....	9
Program Objectives of the Baccalaureate in Nursing Degree.....	9
Outcome Criteria of the Baccalaureate Program .....	11
Organizational Framework.....	20
Student Information.....	21
General Admission Information .....	21
Supplemental Criteria to Determine Admission of Track I Camarillo Students .....	22
Supplemental Criteria to Determine Admission of Track I Goleta Students .....	27
Pre-Nursing Course Admission Requirements Track II .....	31
Additional Program Specific Requirements.....	32
Additional Requirements for all Nursing Programs .....	33
Leave of Absence .....	34
Exiting the Program .....	35
Required Curriculum.....	36
Prerequisites for the Major.....	37
Preparatory Courses.....	38
Generic (Basic) Bachelor of Science in Nursing Program .....	39
Advanced Standing Admission to the BSN Nursing Program .....	41
ADN/RN to BSN Track II Programs.....	41
LVN (Licensed Vocational Nurse) 30-unit Option .....	45
System Wide Placement Test Requirement .....	46
Advisement for Nursing Majors .....	46
Course Registration .....	47
Adding/Dropping Courses .....	47
Academic Honesty .....	49
Turnitin/SafeAssign Policy.....	50
Specific Requirements for Nursing Courses .....	51
Nursing Program Writing Guidelines .....	51
Use of APA Guidelines .....	51
Physical Requirements for the Clinical Experience .....	52
Other Clinical Courses.....	53
Nursing Simulation Laboratory .....	54
Guidelines for Professional Image.....	55
Other Policies.....	57
Student Support Services .....	60
Educational Opportunity Program (EOP) .....	60
Student Health Services.....	61
Community Medical Clinics.....	62
CastleBranch Document Management.....	63

Student Health Insurance.....	66
Financial Aid and Scholarship Office.....	66
Scholarships.....	66
University Writing & Multiliteracy Center.....	66
Organization of the Nursing Program .....	67
Committees.....	67
Extracurricular Activities.....	68
Honors and Awards upon Graduation .....	69
Daisy Awards .....	70
CSU Channel Islands Nursing Honor Society .....	70

<b>Appendices .....</b>	<b>71</b>
Code of Ethics for Nurses.....	71
1443.5 BRN Standards of Competent Performance .....	74
2725 Legislative Intent; Practice of Nursing Defined.....	75
2725.1 Dispensation of drugs or devices by registered nurse .....	77
2725.3 Functions performed by unlicensed personnel.....	77
Track I and Track II Curriculums .....	79
Academic Senate Policy Commencement Participation .....	80
Student Complaints/Grievances Policies and Procedures.....	81
Technology Assistance .....	87

#### **Program Policies:**

CC0012016- Licensed Vocational Nurses 30 semester/45 quarter Unit Option.....	88
CC0022017- Policy on Proctored ATI Assessments/Remediation.....	91
CC0032017- Peripheral IV Insertion Policy .....	99
CC0042017- Policy on Grading and Point Distribution.....	101
CC0052013- Policy on Point Distribution in Didactic Classes .....	107
CC0062016- Faculty to Student Ratio Policy .....	109
CC0072016- Policy on Loma Linda Exam Analysis .....	111
CC0082016- Policy on Clinical Lab Assignment.....	119
CC0092017- Policy on Clinical Lab Guidelines .....	121
CC0102016- Policy on Clinical Remediation .....	126
CC0112016- Policy for Credit for Previous Education or Military Education and Experiences .....	136
CC0122017- Pass Fail Grading Scale Polic.....	139
CC0132016- Preceptor-based Clinical Labs for Community Health Nursing and Leadership.....	141
CC0142016- Policy on ATI Benchmarking of Course Outcomes for Program Involvement .....	150
SA0012016- Policy and Procedure for Nursing Program Applications and Admissions Processing .....	155
SA0022016- Policy on HIPAA Privacy Rule Training for Students .....	160
SA0032017- Policy on Impaired Student.....	169
SA0042016- Clinical Absence Policy.....	177
SA0052016- Student Promotion, Continuance in the Program, and Repeating a Class Policy .....	181
SA0062018- Policy on Submission of Clinical and Medical Documents .....	183
SA0072016- Pregnant Nursing Student Policy.....	185
SA0082016- Policy on Social Media.....	188
SA0092016- Policy for Selection of the Daisy Award and Daisy-in-Training Award Recipient .....	192

**Forms:**

Daisy Award Nomination Forms.....	195
Daisy-in-Training Award Nomination Form.....	196
Request for a Letter of Recommendation from a Nursing Faculty Member .....	197
Tuberculosis Screening Information QuantiFERON Gold .....	199
Health Appraisal .....	200
Physical Examination .....	201
Required Vaccinations and Health Documents.....	202
Acknowledgement of Responsibility.....	203
Acknowledgement of Policies, Procedures and Guidelines .....	204

## Introduction

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### 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  
655 K Street NW Suite 750  
Washington, DC 20001  
(202) 887- 6791  
<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/RN to BSN Track II- BSN for the ADN student or RN nurse
3. 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.

## 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 is 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 is provided through a balanced program of arts and humanities, social and biological sciences, and professional courses. Critical thinking is developed through application of problem-solving methods in clinical practice, where analysis, including the weighing of alternatives in selecting a course of action, is 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 is 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 promotes 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*). Concepts measured include; patient centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety informatics, professionalism, and leadership and communication.

Two levels of program outcome criteria have been developed based on these concepts. 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. (See Organizational Framework diagram on page 20.)

## Level I: Basic Practice Level Outcome Criteria

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

### Patient Centered Care

1. Develop a plan of care for patients across the lifespan from diverse backgrounds that is compassionate, age-specific, and culturally appropriate and based on a patient's preferences, values and needs.
2. Practices knowledge, skills, and attitudes to holistically recognize patient needs across the lifespan based upon physical assessment and health history data including spiritual, cultural, social, cognitive, psychological and physical examination.
3. Perform nursing interventions based on the ability to integrate concepts from biological, behavioral, natural, and nursing science to correctly identify patient health deviations.
4. Discuss concepts of care planning in partnership with the patient and their families to demonstrate knowledge about the rights of the patient to make informed decisions about health care choices.

### Teamwork & Collaboration

1. Identify members of the interprofessional healthcare team and their respective roles.
2. Function within the nurse's scope of practice as a team member, while identifying system barriers and facilitators of effective team functioning.

## Evidence based practice

1. Identify best current evidence from scientific and other credible sources as a basis for developing individualized patient-centered plans of care.
2. Utilize the nursing process and evidence-based knowledge to develop and implement a plan of care, within structured health care delivery situations.
3. Identify the role of evidence-based practice in the development of standards of nursing care outcomes, quality assurance monitoring, and the provision of cost-effective services to patients.
4. Discuss the impact of evidence-based practice in the nursing care of patients from vulnerable populations.

## Quality improvement

1. Identify the components of the quality improvement process.
2. Discuss quality improvement processes to understand the implementation of patient safety initiatives and monitored performance measures, including nurse-sensitive indicators.

## Safety

1. Identify safety risks and environmental hazards in the healthcare settings.
2. Demonstrate knowledge of patient safety to minimize risk of harm to patients and providers through system effectiveness.
3. Discuss individual performance by describing general categories of errors and hazards in care and demonstrating effective use of strategies to reduce risk of harm to self and other.

## Informatics

1. Identify evidence-based information and technology skills that are essential for nursing practice.
2. Recognize the role of information technology in patient care outcomes, maintaining patient's privacy, and preserving the patient's confidentiality using standardized terminologies.

## Professionalism

1. Identify professional standards of practice, regulatory guidelines, and institutional policies that direct the practice of nursing.
2. Explain the standards and scope of professional nursing practice and the role of major nursing organizations and regulatory bodies.
3. Demonstrate core professional values (caring, altruism, autonomy, human dignity, integrity, and social justice) by assuming the ethical standards of practice and accountability for personal and professional behaviors
4. Identify an example of lifelong learning or professional engagement to foster professional growth and development in nursing practice.

## Leadership

1. Describe how leadership, management, and priority-setting skills are used to support safe, quality patient-centered care.
2. Observe leadership roles demonstrating the scope of practice and roles of health care team members.

## Communication

1. Use verbal and nonverbal communication strategies that promote an effective exchange of information with real and simulated patients.
2. Utilize effective communication techniques with the patient and family to address patient centered care.
3. Demonstrate skills in written and verbal communication in basic patient's care that supports safe nursing practice.

## Systems-Based Practice

1. Identify the relationship between microsystems and macrosystems in healthcare.
2. Demonstrate basic knowledge of the functioning healthcare system, including healthcare policy, finance, and regulatory environments for local, state, national, and global healthcare trends.

## Patient Education

1. Provide health-related information to patients across the lifespan that facilitate their acquisition of new knowledge and skills.
2. Demonstrate knowledge of basic principles of the teaching-learning process.
3. Identify patient's learning needs, capabilities and limitations, selects appropriate information, materials and strategies based on standardized teaching protocols.
4. Discuss the expectations of the patient/family/caregivers/community in the treatment plan and barriers to participation in the integration 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:

#### Patient Centered Care

1. Implement nursing care to patients, families, and groups across the lifespan from diverse backgrounds in a variety of settings that is compassionate, age-specific, and culturally appropriate and based on a patient's preferences, values and needs.
2. Demonstrate the knowledge, skills, and attitudes to holistically evaluate and interpret patient needs across the lifespan including spiritual, cultural, social, cognitive, psychological, and physical assessment.
3. Demonstrates mastery of core clinical skills, interventions, and techniques based upon comprehensive assessment findings and plan of care.
4. Provide patient centered care by implementing and evaluating a plan of care in partnership with the patient and their families to respect the right of the patient to make informed decisions about health care.

#### Teamwork & Collaboration

1. Participate as a member of the interprofessional healthcare team in the provision of safe, quality patient-centered care.
2. Function within the nurse's scope of practice as a team member to direct, organize, and evaluate outcomes of care within the team of healthcare professionals.

## Evidence based practice

1. Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of patient-centered care.
2. Utilize the nursing process and evidence-based approach to develop, implement and evaluate a plan of care, in collaboration with the patient and other health care providers, to promote maximum health and wellness.
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 patients.
4. Apply evidence-based practiced to design, coordinate, manage and evaluate the outcomes of nursing care for patients from vulnerable populations, to maximize independence and quality of life.

## Quality improvement

1. Participate in data collection processes that support established quality improvement initiatives.
2. Summarize the use of data to monitor patient care processes and improvement methods used to evaluate the effect of change and evaluation of patient care outcomes.

## Safety

1. Implement strategies that minimize risk and provide a safe environment for patients, self, and others.
2. Implement a program of patient safety and minimize risk of harm to patients and providers through system effectiveness.
3. Assess individual performance by participation in analysis of errors including root cause analysis and implementation of patient safety goals to focus attention on safety in care settings.



## Informatics

1. Use evidence-based information and patient care technology in the provision of safe, quality patient-centered care.
2. Demonstrate use of technology and understanding of standardized terminology that is respectful of the patient's privacy, and preserves the patient's confidentiality.

## Professionalism

1. Practice nursing in a professional, ethical, and legal manner while providing patient-centered, standard-based nursing care.
2. Negotiate and advocate for the role of the professional nurse as a member of the interprofessional health care team.
3. Demonstrate core professional values (caring, altruism, autonomy, human dignity, integrity, and social justice) by assuming ethical standards of practice and accountability for personal and professional behaviors.
4. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.

## Leadership

1. Use leadership, management, and priority setting skills in the practice of safe, quality patient-centered care.
2. Demonstrate leadership by working collaboratively with other health care professionals, negotiating to meet the client's needs and preferences in the plan of care.

## Communication

1. Use verbal and nonverbal communication strategies that promote an effective exchange of information and development of therapeutic relationships with patients, families, and groups from diverse backgrounds, in real and simulated settings.
2. Incorporate effective communication techniques with the patient, family, and interprofessional team to foster patient-centered, evidence-based collaboration to improve patient care.
3. Demonstrate skills in written and verbal communication in complex patient's care that supports safe nursing practice.

## Systems-Based Practice

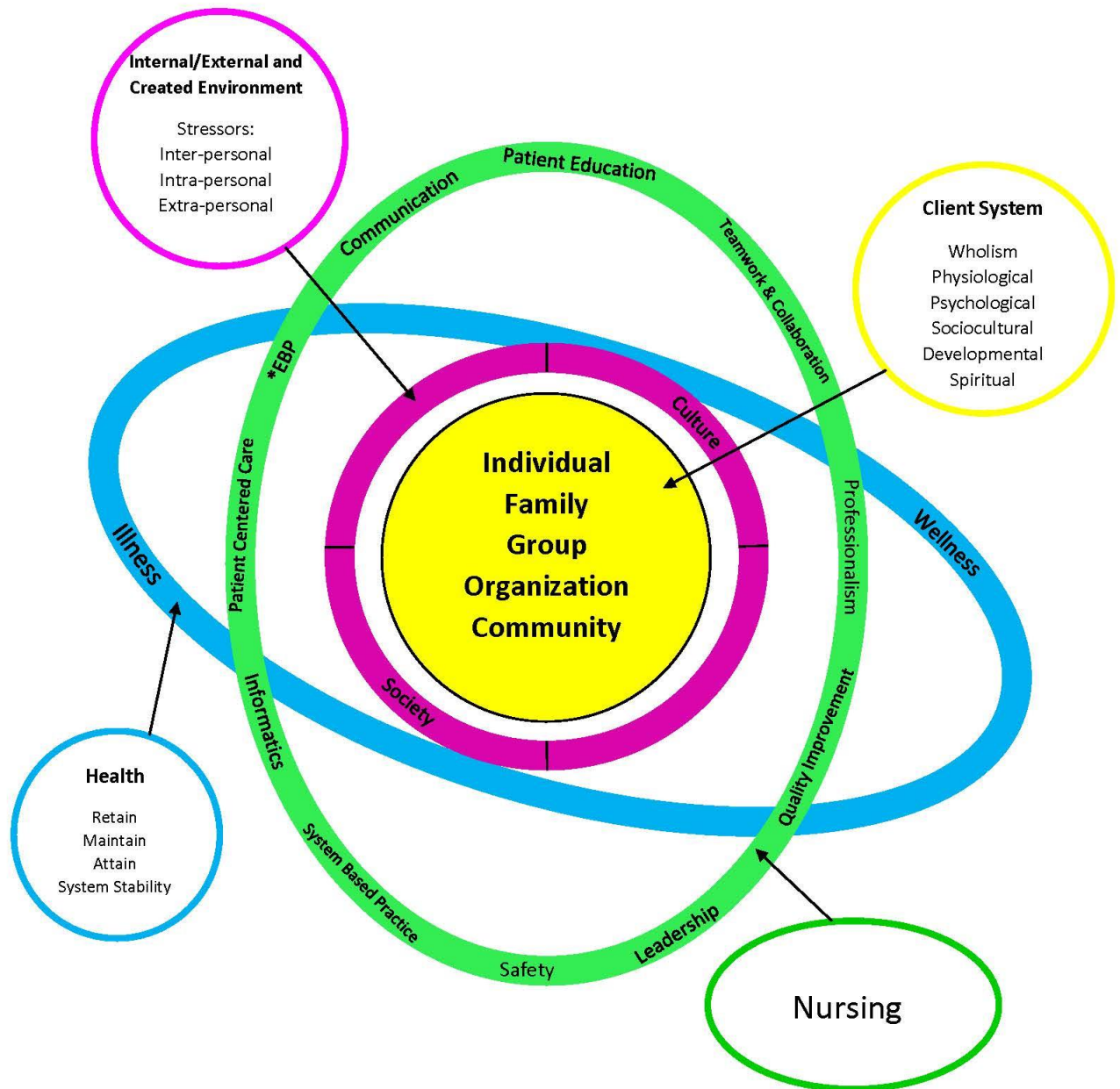
1. Analyze the impact that the macrosystem has on the provision of safe, quality patient-centered care in the microsystem of the work unit.
2. Compare and contrast the relationship between standards of nursing care outcomes, quality assurance monitoring, access to care, affordability, social justice in health care, and global issues of equity that shape policy development.

## Patient Education

1. Provide health-related education to patients, families, and groups across the lifespan, using varying teaching methods and motivational strategies, which facilitate the acquisition of new knowledge and skills.
2. Implement the basic principles of the teaching-learning process in patient education opportunities.

3. Assess patient's learning needs, capabilities and limitations to 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 lifespan.
4. Integrate understanding of patient centered care including assessment of patient/family/caregivers/community preferences, coordination and integration of care, and education involving the patient, family, and/or friends inclusive of ethical, cultural, and social influences.

## Organizational Framework CSU Channel Islands



\*Evidence Based Practice

## Student Information

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### 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) for Track I students and a twelve-week summer session for Track II students.

### 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 Track I 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 (Track II). 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 4.18)**

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 50 possible supplemental points can be earned. Students must meet the minimum prerequisite course requirement to be eligible for admission to the Generic/Track I BSN.



## Supplemental Criteria Admissions Fall 2019

### SUPPLEMENTAL CRITERIA FOR ADMISSION TO THE TRACK I PRE-LICENSURE NURSING PROGRAM AT CSU CHANNEL ISLANDS (Main Camarillo Campus)

Student applicants will be rank ordered for admission according to the following point structure. Up to 50 possible supplemental criteria points can be earned. All Students must meet the minimum prerequisite course requirements to be eligible for admission to the Track I Program.

#### Grade point average in Pre-Nursing Core courses or equivalents\*: 10 Points Possible

The cumulative grade point average (GPA) is required for the following six 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

*The following prerequisites will not be factored into pre-nursing core course points:*

Course #	Class
BIO 203	Stats-Quantitative Methods
	Critical Thinking (GE A3)

The core GPA is calculated by averaging the grades earned in each course. If a CI course is repeated at CI, the new grade will replace the previous grade when calculating the GPA. For transferred courses the GPA is calculated using the individual institutions grading policy.

\*Prerequisites may be in progress (IP) during the semester the application is submitted, and will be calculated at a "B" pending receipt of final transcript(s). 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

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**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

\*The minimum acceptable GPA is 2.5.

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**ATI TEAS Testing Proficiency: 11 Points Possible**

Completion of the standardized ATI Test of Essential Academic Skills (TEAS) by Assessment Technologies Inc (ATI) is mandatory for all applicants. Points will be assigned according to the National Percentile rank. Students will receive points as indicated below for Reading, English, and Math only.

\*A minimum National Percentile overall rank of proficient (>58.7%) is required to be considered for admission.

\*\*Students may take the ATI TEAS exam up to 2 (two) times in a calendar year with no less than 30 days between testing dates\*\*

**Reading & English Scores: 6 points possible**

*Point Subscale for English & Reading:*

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

**Math Score: 5 points possible**

*Point Subscale for Math:*

ATI TEAS- National Percentile Rank	Math
<40	0
41-47	1
48-54	2
55-62	3
63-69	4
70 or above	5

Revised 2/16/2018



#### **Academic Accommodation Members: 1 point**

Members of the following groups will be awarded points pending verification of accommodations:

- Foster Youth
  - Educational Opportunity Program (EOP)
  - Student Support Services (SSS)
  - Extended Opportunity Programs and Services (EOPS)
- 

#### **Proficiency in a Second Language: 4 Points Possible**

**Four (4) points** are earned for meeting any of the following criteria in another Language:

- Successful completion of a certificate program for Oral Language proficiency such as:
  - College-Level Examination Program (CLEP) with a proficiency score of 68 or higher.
  - American Council on the Teaching of Foreign Languages (ACTFL)/Language Testing International (LTI) with a proficiency level of "Advanced-Mid".

Multi-Linguistic including American Sign Language (ASL) verification letter from a Healthcare Agency (Hospital/Clinic/Public Health) or College/University Instructor.

**\*ALL documentation is subject to verification and approval.**

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#### **CI Student Credit\*\*: 4 Points Possible**

**Four (4) Points** awarded to all students who were admitted to CSU Channel Islands as freshmen, enrolled, and have maintained continuous enrollment.

**Or**

**Three (3) Points** awarded to all students who have completed 5 of the 8 prerequisite courses at CSU Channel Islands.

**\*\*Acceptable forms of verification include:** A current unofficial CSU Channel Islands transcript.

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#### **Previous Education from an Accredited Institution of Higher Education: 2 points**

Previous completed Baccalaureate or higher degree

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#### **Military Experience: 4 Points Possible**

**Four (4) points** will be awarded for Military Service; discharged under honorable conditions or Active Duty.

**Or**

**One (1) Point** will be awarded for Spouses of Active Military personnel. (Proof of Marriage required.)

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Revised 2/16/2018

### **Work/Volunteer Experience: 6 Points Possible**

#### **Work Experience: Six (6) Points Possible**

Experience in a health care setting as a paid employee, **minimum of 200 hours** or current Licensure from a Certified Nursing Assistant (CNA)/Medical Assistant (MA) certificate program.

***Or***

**Volunteer Experience: Three (3) Points Possible** in a related health care setting.

(See below for points range and acceptable work/volunteer experience as well as the verification process.)

Hours	Points
50-100	1 point
101-200	2 points
201 or above	3 points

- **Work or volunteer service must be verified by a letter from the employer or volunteer coordinator, and include the amount of hours served and duties performed.**
- Examples of acceptable work experience includes: employment in fields such as a Licensed Vocational Nurse (LVN), Certified Nursing Assistant (CNA), Respiratory Therapist (RT), Emergency Medical Technician (EMT), Medical Assistant (MA), a Psychiatric Technician, or military medic/coreman. 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).**

**\*ALL documentation is subject to verification and approval.**

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### **High school participation in regional health science or bioscience academy or ROP: 2 Points**

Awarded to students who have successfully completed a regional health or bioscience academy or have successfully completed medical related ROP during High School, as validated by a letter of recommendation from the program director/academic director or lead instructor of the program or academy.

Supplemental Criteria to Determine Admission of Generic/Basic Track I Goleta Campus Students (Updated 4/18 approved by CSU Chancellors Office)



**NURSING**  
CHANNEL  
ISLANDS



## Supplemental Criteria

### Admissions Spring 2020

#### SUPPLEMENTAL CRITERIA FOR ADMISSION TO THE CSU CHANNEL ISLANDS TRACK I PRE-LICENSURE NURSING PROGRAM AT COTTAGE HEALTH SYSTEM

Student applicants will be rank ordered for admission according to the following point structure. Up to 49 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 Track I Program.

#### Grade point average in Pre-Nursing Core courses or equivalents: 10 Points Possible

The cumulative grade point average (GPA) is required for the following six 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

*The following prerequisites will not be factored into pre-nursing core course points:*

Course #	Class
BIO 203	Stats-Quantitative Methods
	Critical Thinking (GE A3)

The core GPA is calculated by averaging the grades earned in each course. If a CI course is repeated at CI, the new grade will replace the previous grade when calculating the GPA. For transferred courses the GPA is calculated using the individual institutions grading policy.

\*Prerequisites may be in progress (IP) during the semester the application is submitted, and will be calculated at a "B" pending receipt of final transcript(s). 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

\*The minimum acceptable GPA is 2.5.

**ATI TEAS Testing Proficiency: 11 Points Possible**

Completion of the standardized ATI Test of Essential Academic Skills (TEAS) by Assessment Technologies Inc (ATI) is mandatory for all applicants. Points will be assigned according to the National Percentile rank. Students will receive points as indicated below for Reading, English, and Math only.

*\*A minimum National Percentile overall rank of proficient (>58.7%) is required to be considered for admission.*

*\*\*Students may take the ATI TEAS exam up to 2 (two) times in a calendar year with no less than 30 days between testing dates\*\**

**Reading & English Scores: 6 points possible**

Point Subscale for English & Reading:

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

**Math Score: 5 points possible**

Point Subscale for Math:

ATI TEAS- National Percentile Rank	Math
<40	0
41-47	1
48-54	2
55-62	3
63-69	4
70 or above	5

Revised 3/15/2018

### **Proficiency in a Second Language: 4 Points Possible**

**Four (4) points** are earned for meeting any of the following criteria in another Language:

- Successful completion of a certificate program for Oral Language proficiency such as:
  - College-Level Examination Program (CLEP) with a proficiency score of 68 or higher.
  - American Council on the Teaching of Foreign Languages (ACTFL)/Language Testing International (LTI) with a proficiency level of "Advanced-Mid".

Multi-Linguistic including American Sign Language (ASL) verification letter from a Healthcare Agency (Hospital/Clinic/Public Health) or College/University Instructor.

**\*ALL documentation is subject to verification and approval.**

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### **CI Student Credit\*\*: 4 Points Possible**

**Four (4) Points** awarded to all students who were admitted to CSU Channel Islands as freshmen, enrolled, and have maintained continuous enrollment.

**Or**

**Three (3) Points** awarded to all students who have completed 5 of the 8 prerequisite courses at CSU Channel Islands.

**\*\*Acceptable forms of verification include:** A current unofficial CSU Channel Islands transcript.

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### **Previous Education from an Accredited Institution of Higher Education: 2 points**

Previous completed Baccalaureate or higher degree

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### **Military Experience: 4 Points Possible**

**Four (4) points** will be awarded for Military Service; discharged under honorable conditions or Active Duty.

**Or**

**One (1) Point** will be awarded for Spouses of Active Military personnel. (Proof of Marriage required.)

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Revised 3/15/2018

### **Work/Volunteer Experience: 6 Points Possible**

#### **Work Experience: Six (6) Points**

Experience in a health care setting as a paid employee, minimum of 200 hours or current Licensure from a Certified Nursing Assistant (CNA)/Medical Assistant (MA) certificate program.

*Or*

**Volunteer Experience: Three (3) Points Possible** in a related health care setting.

(See below for points range and acceptable work/volunteer experience as well as the verification process.)

Hours	Points
50-100	1 point
101-200	2 points
201 or above	3 points

- Work or volunteer service must be verified by a letter from the employer or volunteer coordinator, and include the amount of hours served and duties performed.
- Examples of acceptable work experience includes: employment in fields such as a Licensed Vocational Nurse (LVN), Certified Nursing Assistant (CNA), Respiratory Therapist (RT), Emergency Medical Technician (EMT), Medical Assistant (MA), a Psychiatric Technician, or military medic/coreman. 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).

**\*ALL documentation is subject to verification and approval.**

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### **High school participation in regional health science or bioscience academy or ROP: 2 Points**

Awarded to students who have successfully completed a regional health or bioscience academy or have successfully completed medical related ROP during High School, as validated by a letter of recommendation from the program director/academic director or lead instructor of the program or academy.

Revised 3/15/2018

## 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). Addition 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 ADN/RN to BSN

These programs are for licensed registered nurses (RN's) or individuals who are new or soon to graduate ADN students from a local Community College who are seeking their Bachelor of Science in Nursing degree.

Program applicants are required to meet all pre-requisites and be general education (GE) certified. Classes are offered at the CSU Channel Islands Campus through [Extended University](#).

Additional requirements include:

1. Students must complete the nursing major prerequisite courses with no grade lower than a C (2.0).
2. Students must be admissible to the University <http://www.csuci.edu/admissions/index.htm>.
3. Additional GE courses as required for the major [CSUCI University Catalog](#).

### **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 starting on pg. 52.

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

(See Policy SA0052016 in appendix on Student Promotion, continuance in program, and repeating a class)

#### 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

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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, Track II 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 9 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) or NRS/HLTH 348 Healthy Aging	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	Units	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 or NRS/HLTH 348 Healthy Aging	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 (30 units) and upper division (32 units). In the content there are 36 units of didactic and 26 units of clinical.

#### Lower-Division Nursing Courses: 30 Units

NRS 200	Introduction to Professional Nursing Practice	(3)
NRS 201	Professional Nursing Practice Laboratory	(3)
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: 30 Units

## Total Upper Division Nursing Courses: 32 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 32 more units to the major.

Course Number	Course Title	Units
NRS 303	Pharmacology of Nursing practice I	(1.5)
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: 32 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 or military asking for transfer credits. 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 Chair for approval. These forms are then returned to the academic advisor. 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.

### **Track II ADN/RN to BSN Programs - (120 units) (offered through Extended University)**

The Track II 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 30 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 56.5 units of required general education courses. Completion for the second language requirement in Spanish is strongly recommended.

Prerequisites	28
Blanket Transfer from Community College	30
Upper Division Major	22.5
Preparatory	6
<u>Required Supporting and Upper Division GE</u>	<u>33.5</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
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**OR**

CHEM 106 General Chemistry I, GE B1, Or Organic or Inorganic	4
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COMM 101 Public Speaking, GE A1	3
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ENGL 105 Composition and Rhetoric I, GE A2	3
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**OR**

ENGL 106 Composition and Rhetoric II- Service Learning, GE A2	3
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BIO 203 Quantitative methods for Biology <b><u>OR</u></b> MATH/PSY 202 Biostatistics	3
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<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 (22.5 units)**

Course Number	Course Title	Units
NRS 306	Pathophysiology	3
NRS 310*	Professional Role Transition Seminar for the RN	3
NRS 350	Nursing Research	3
NRS 352	Health Promotion & Patient Education	2
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>22.5</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 Quality & Safety in Nursing Neuman Systems Model 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.

### Preparatory Coursework - 6 units

#### Social Perspectives - 3 Units

ANTH 102	Cultural Anthropology, GE C3b, D	3
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OR

SOC 100	Introduction to Sociology, GE D	3
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#### Psychology - 3 units

PSY 100	Introduction to Psychology, GE D, E	3
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<b>Total</b>		<b>6</b>
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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
<u>OR</u>		
NRS/HLTH 348	Healthy Aging, GE D, E, UDIGE	3
BIOL 432	Principles of Epidemiology and Environmental Health, GE B2, D, UDIGE	3

### 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:

Nursing Courses	Units	Required Content
<u>NRS 240/241</u> Psychiatric and Mental Health Nursing & Laboratory	2/2	Psychiatric nursing ; Client abuse; Cultural diversity; Supportive interventions
<u>NRS 420/421</u> Nursing Care of the Complex Client Across the Continuum	3/3	Advanced medical/surgical nursing; Case management Geriatrics; Cultural diversity; Rehabilitation
<u>NRS 460/461</u> Nursing Leadership and Professional Practice Issues and Lab	3/2.5	Professional Nursing Roles Cultural diversity
<u>NRS 391</u> Transition to Professional Practice Lab	2	Demonstrating professional behaviors, time management, and organizational skills
Science Courses	Units	Required Content
<u>BIOL 211</u> Introduction to Anatomy and Physiology I	4	Anatomy and Physiology I
<u>BIOL 217</u> Medical Microbiology	4	Medical Microbiology
<b>Total Units</b>	<b>25.5</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. Students will not be allowed to enroll until they 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, and for prospective Nursing students, the Nursing Advisors offer regularly-scheduled Nursing Information Sessions on campus twice per semester (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 email:

[nursing@csuci.edu](mailto:nursing@csuci.edu)

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

(See Policy CC0042017 in appendix on Grading and Point Distribution)

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#### Student Promotion Policy

(See Policy SA0052016 in appendix on Student promotion, continuance in the program, and repeating a class policy)

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#### Clinical Absence Policy

(See Policy CC0042016 in appendix on Clinical Absence Policy)

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#### Policies and Procedures for Student Complaints/Grievances

(See Policy in Appendix)

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## 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

(See Policy SA0022016 in appendix on Policy on HIPAA Privacy Rule Training for Students)

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### Social Media Policy

(See Policy SA0082016 on Social Media in appendix)

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## Specific Requirements for Nursing Courses

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### 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.
11. Manipulating – The student must demonstrate the ability to have hand-wrist movement, hand-eye coordination, simple firm grasping 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 a pre-determined company (please contact the nursing program for details). 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 Pack:

A nurse pack 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. The suite of books that are mobile for your handheld device, Nursing Central/Unbound Medicine, are purchased through the CSU Channel Islands' The Cove Bookstore.

### System Requirements for each platform supported

(See Policy in Appendix)

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### Nursing Simulation Laboratory

The Camarillo campus nursing simulation laboratory is located in Manzanita Hall 1230 and contains a 6 bed open lab with a 1 bed ICU/testing station. The sim lab has open hours each semester for students to practice and hone their skills. Students must wear uniform tops or a lab coat over their street clothes while practicing in the simulation lab. Hair must be off collar and dress-code adhered to. No flip-flops or shorts will be allowed in the lab open hours.

## Guidelines for Professional Image

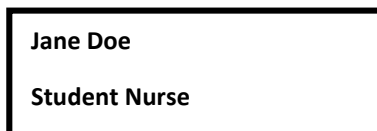
### Student Dress Code

*Uniforms/clinical wear:* students should dress in the approved Nursing Program uniform to be purchased from On Duty Uniforms (4572 Telephone Rd. #920 Ventura, CA 93003). 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 midriffs, Bermuda shorts, short-shorts, sleeveless dresses or tops, sweat shirts, leg warmers and T-shirts. No low necklines or cleavage. No sagging pants will be permitted.

A long sleeve jacket or navy blue detachable sleeves are the only long sleeve option for students (no sweatshirts, cardigans, etc.).

*Identification:* A student name tag, purchased from **On Duty Uniforms (4572 Telephone Rd. #920 Ventura, CA 93003)** with a CSU Channel Islands Picture ID or Facility 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 are permitted to have facial hair that is clean and groomed.

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 or gel manicures 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 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 only one stud per ear which 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 except to contact clinical faculty while in the facility. No phone calls while in the patient rooms.

Emergency Contact on Electronic Devices: All students are required to have their emergency contact available on their cell phone's emergency call screen in case of an emergency.

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

(See Policy SA0032016 in appendix for Policy on Impaired Student)

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### Pregnancy Policy (See Policy SA0072016 and form in appendix)

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 take a leave 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. Clinical sites may be up to 80 miles from the campus so reliable transportation is mandatory.

### 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

### Policy on Clinical Lab Assignments

(See Policy CC0082017 in appendix on Policy on Clinical Lab Assignments)

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## Student Support Services

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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 Services

CSU Channel Islands Student Health Services (SHS) is an outpatient medical clinic whose staff is dedicated to providing compassionate, accessible and professional health care to CI's diverse student population. Services are funded by student health fees paid each term by stateside students as part of regular tuition, and include open access to Counseling & Psychological Services (CAPS). Additional fees may be implemented for medical services outside of the standard scope of care. Services offered are much like those of a family practitioner/general physician. General services include but are not limited to;

- CI affiliated Physical Exams
- Dermatology
- Gastrointestinal
- Ear/Nose/Throat
- Reproductive Health; STI Screening, Pregnancy Testing, Birth Control Management

*Las Posas Family Medical Clinic 3801 Las Posas Road #214 Camarillo 805-437-0900	*Mariposa Urgent Care 3801 Las Posas Road #106B Camarillo 805-477-2300
*Magnolia Family Medical Clinic 2240 E. Gonzales Road #120 Oxnard 805-981-5151 Urgent Care: 805-981-5181	*Las Islas Family Medical Group Urgent Care 325 W. Channel Islands Blvd. Oxnard 805-204-9513
*Moorpark Family Medical Clinic 612 Spring Road, Building A Moorpark 805-523-5400	

SHS is affiliated with the Ventura County Health Care Agency (VCHCA), which gives students the same basic care/access to their facilities throughout Ventura County. The following facilities are most familiar with CI students (must present CI ID card at time of service), but for a complete list visit the SHS website at <http://www.csuci.edu/studenthealth/urgent-care.htm>.

### 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 be 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

## CastleBranch

CastleBranch is one of the largest background screening and compliance management companies in the nation and works with more than 25,000 organizations and nearly two thirds of colleges and universities.

For nearly two decades, the company has exceeded industry growth rates and continues to provide new products and services that make a difference in people's lives.

CastleBranch is accredited through the National Association of Professional Background Screeners (NAPBS) - a highly coveted distinction held by less than five percent of all background screening companies

CastleBranch creates affordable and customizable solutions that serve all segments of the workforce including employees, extended workforce, volunteers, students, healthcare and tenants.

Our solutions are customizable for the workplace as well as the academic, healthcare and legal industries.

CastleBranch is located in Wilmington, North Carolina and has the regional brands of CourtSearch and CourtMail to assist members of the legal community and 123nc for North Carolina consumers who need instant online criminal record searches.

Our highly trained customer experience specialists are always available to help. They have more than one million conversations with clients and students annually.

CastleBranch Corporation conducts more than 1.5 million criminal record searches each year.



## California State University - Channel Islands - Nursing Portal

This user-friendly portal guides you through program and package selection to quickly place your order and create your secure account.

After you complete your order and create your account, you can log in to your account to monitor your order status, view your results, respond to alerts, and complete your requirements. You will return to your account by logging into [castlebranch.com](https://castlebranch.com) and entering your username (email used during order placement) and your secure password.

### FAQ

#### How do I place my order?

Once you click Place Order from the home page or go to the Package Selection page, you will be prompted to enter your personal identifying information. Once you have entered all required information, you will then go through an intuitive step-by-step process to complete your background check. If you have any questions along the way, please contact us at 888-723-4263 or email [servicedesk.cu@castlebranch.com](mailto:servicedesk.cu@castlebranch.com).

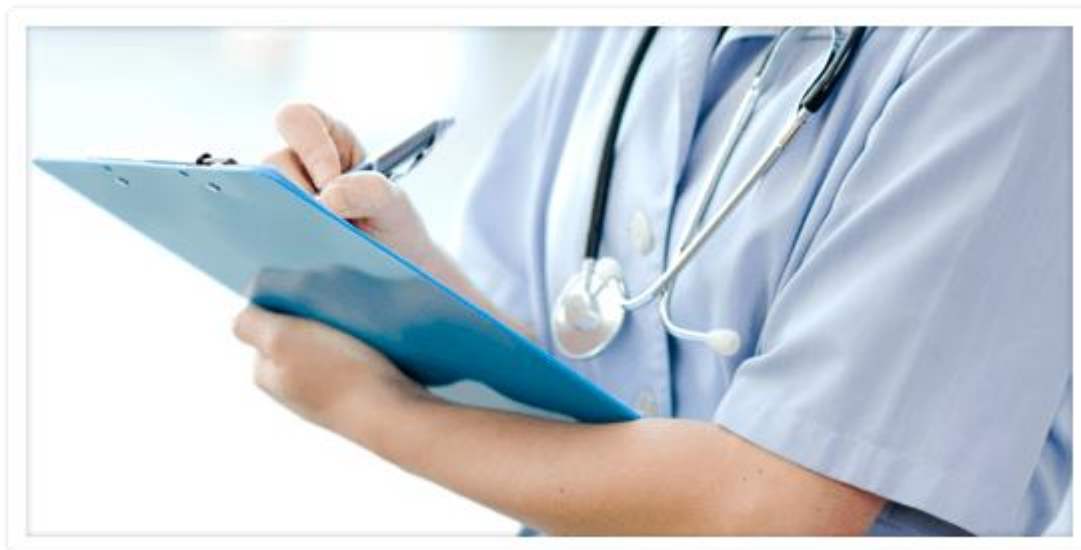
#### Where can I view my Order Confirmation?

A copy of your Order Confirmation was sent to the email address you provided when you placed your order. You can also retrieve a copy of your Order Confirmation by logging into your account and clicking on the Document Center tab located at the top of the screen. Once in the Document Center, click on the Background Check folder located on the left side panel; then click on the document titled "Confirmation."

#### When should I expect my Background Check results to be complete?

Results are normally returned within 3- 5 business days. Please note that turnaround time will vary based on the specific items in your order. If it has been more than 5 business days and you are approaching your school deadline, please email us at [servicedesk.cu@castlebranch.com](mailto:servicedesk.cu@castlebranch.com).





**What does "In Process" status mean on my results summary page?**

"In Process" means that the item is not completed and is still being researched.

**How do I dispute additional charges or criminal records?**

Once your results are returned, you will receive a message in your account inbox titled "Completed Order Results." In this message, links are provided to dispute additional charges or criminal records.

**If I have further questions or need additional help, who do I contact?**

Please call Service Desk at 888-723-4263 or email [servicedesk.cu@castlebranch.com](mailto:servicedesk.cu@castlebranch.com).

**Hours of Operation:**

Monday-Friday 8 a.m. - 8 p.m. Eastern Time

Sunday 10:00 a.m. - 6:30 p.m. Eastern Time

## 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). Proof of insurance is required before placement at the clinical agency is allowed. (See form in Appendix)

## 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.

<http://www.csuci.edu/financialaid/scholarships.htm>

## University Writing & Multiliteracy Center

At the Math tutoring lab and the University Writing & Multiliteracy 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 location is in second floor, Broome Library. The student writing guide with discipline specific guidelines is located on the Library's website home page.

<http://www.csuci.edu/wmc/>

## Organization of the Nursing Program

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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 each class are invited to participate at the beginning of the meeting to provide feedback.

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. One student representative from the student body is invited to be a member of the committee.

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 are invited to be members of the committee.

### Advisory Committee

The Nursing Program Advisory Committee 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 committee 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 committee provides opportunities for employment for CSU Channel Islands in the surrounding community. The committee collaborates to offer preceptor and work study experiences for CSU Channel Islands Nursing Students. The Nursing Advisory Committee meets bi-annually in the Spring and Fall.

### 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.nсна.org/>, and enrollment can be completed online. The Channel Islands' SNA is listed on CI Sync. <http://nursing.csuci.edu/currentstudents/index.htm#sna>, <https://www.facebook.com/CSUCISNA>, <https://orgsync.com/52916/chapter>

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. <https://orgsync.com/76801/chapter>

### 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, including those for non-members. For all non-members, please be sure to submit approved hours to the SNA president to receive credit for time spent.

## 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

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 and clinical work in the major.

## Daisy Awards

An acronym for Diseases Attacking the Immune System, The DAISY Foundation was established in 1999 in memory of J. Patrick Barnes who died (at the age of 33) from complications of the autoimmune disease Idiopathic Thrombocytopenic Purpura (ITP). Patrick's family was very touched by the remarkable compassion and clinical skill demonstrated by Patrick's nurses during his illness, so they created DAISY to recognize exceptional nurses everywhere. The DAISY Foundation is dedicated to saying Thank You to Nurses and is now proud to recognize Nursing Students for their care of patients and their families.

The Daisy-in-Training Award is for extraordinary nurses in training (student nurses), in deep appreciation of their commitment to extraordinary compassionate care and their outstanding clinical skill that will make a difference in the lives of so many people.

Both Faculty and students can be nominated for a Daisy award at any time of the year using the forms on the Nursing Program website: <http://nursing.csuci.edu/daisyawards.htm>.

## 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.

Students in each of the classes (Generic, Cottage, and Track II) 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, and Track II) 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. .

<http://nursing.csuci.edu/currentstudents/nursing-honor-society.htm>.

# Appendices

## Code of Ethics for Nurses

The American Nurses Association House of Delegates approved nine provisions for the Code of Ethics for Nurses in 2015. The following are the nine provisions:

### **Provision 1**

The nurse practices compassion and respect for the inherent dignity with and unique attributes of every person.

### **Provision 2**

The nurses' primary commitment is to the patient, whether an individual, family, group, community or population.

### **Provision 3**

The nurse promotes, advocates for, and protects the rights, health and safety of the patient.

### **Provision 4**

The nurse has authority, accountability, responsibility for nursing practice; makes decisions and takes action consistent with the obligations to promote health and provide optimal care.

### **Provision 5**

The nurse owes the same duties to self and to others. Including the responsibilities to promote health and safety preserve wholeness of character and integrity, maintain competence and continue personal and professional growth.

### **Provision 6**

The nurse, through individual and collective effort establishes, maintains and improves the ethical environment of the work setting and conditions of employment that are conducive to safe quality healthcare.



### **Provision 7**

The nurse in all roles and settings, advances the profession through research and scholarly inquiry, professional standard development and the generation of both nursing and health policy.

### **Provision 8**

The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy and reduce health disparities.

### **Provision 9**

The profession of nursing, collectively through its professional organization must articulate values, maintain the integrity of the profession, and integrate principals of social justice into nursing and health policy.

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**BOARD OF REGISTERED NURSING**

P O Box 944210, Sacramento, CA 94244-2100

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Telephone (916) 322-3350

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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:

(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 post discharge 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 I Curriculum Camarillo

[Generic Curriculum 120 units beginning with class of 2018](#)

### Track I Curriculum Goleta

[Generic Curriculum 120 units beginning with class of 2018](#)

### Track II Curriculum

[ADN/RN to BSN Curriculums beginning with class of 2018](#)



## 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.



## Policies and Procedures for Student Complaints/Grievances

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### 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 student's 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 course 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. While grades for individual assignments cannot be appealed, students who believe that the grading of individual exams and/or assignments demonstrates prejudicial, arbitrary, or capricious grading and that those grades had a direct bearing on the final grade should include them in the grade appeal file as supporting documentation.
3. The appeal must be initiated within the first seven weeks of the first regular semester after assignment of the grade\* (see item 6 below). A student who believes that a 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:

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. 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.

Step 2: If the instructor believes 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 program chair. If the instructor is not available or does not respond to the student's appeal within the given time frame, the program chair may act on behalf of the instructor. If the program chair is the instructor, the student should speak with the Vice President of Academic Affairs (or designee). The program chair or Vice President of Academic Affairs (or designee) cannot change the grade, but will then discuss the issue with the instructor and provide a written response by the end of the ninth week of the semester to the student.

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.

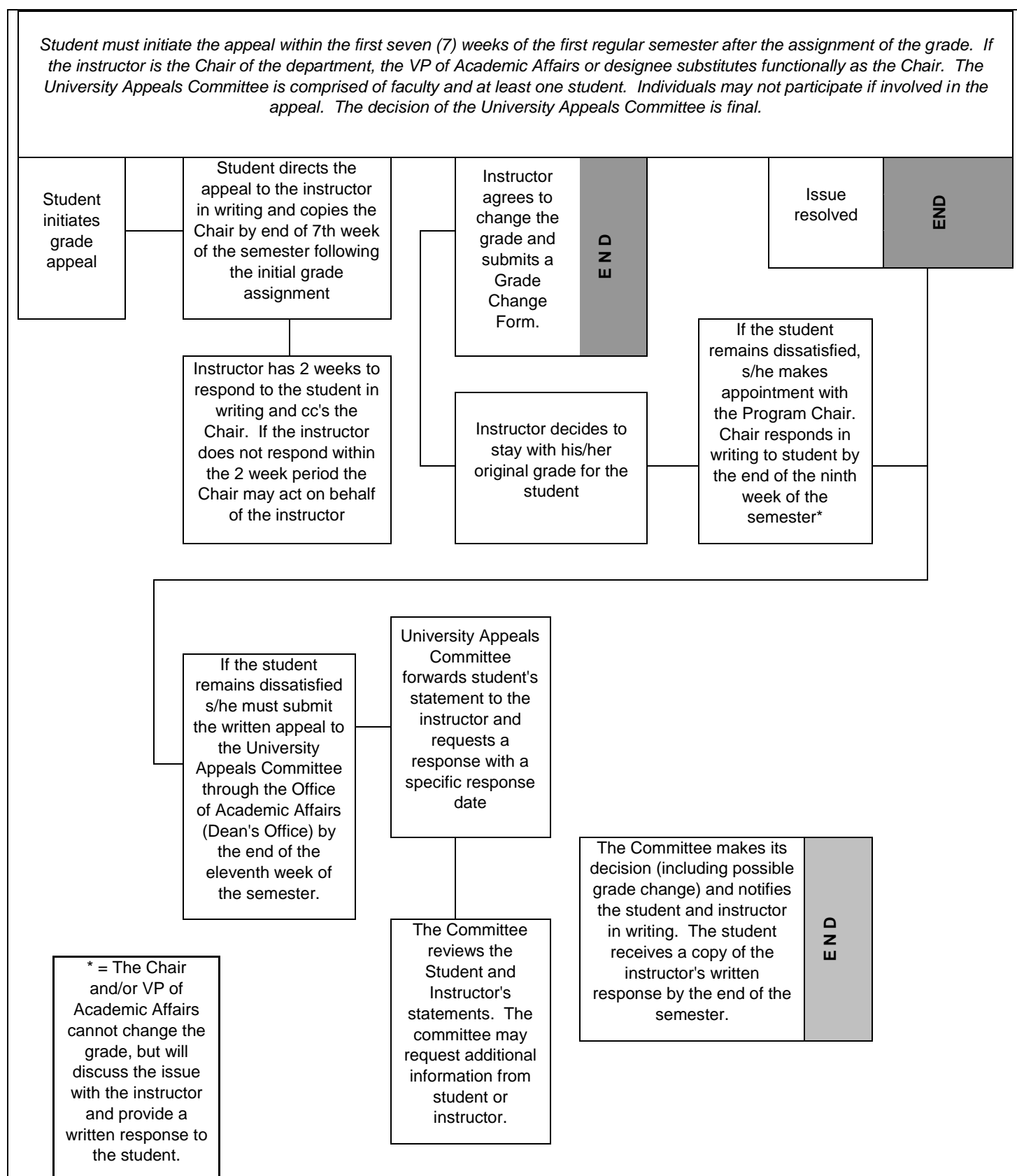
Step 4: The University Appeals Committee will forward the student's statement to the instructor. The instructor will be required to respond in writing by a specified date within the semester, and the student will be given a copy of the instructor's written response by the end of the semester. The student's statement and the instructor's response will be reviewed by the entire committee, after which the committee can:

- a. Request more information from the student and/or the instructor
- b. Decide to change or maintain the grade

Step 5: When the committee has made its decision, it will notify the student and instructor in writing.

- 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. The decision of the University Appeals Committee is final.
  - 6. If a student is a candidate for graduation, the Registrar's office must be notified in writing of the intent to appeal the grade within 30 days of the last day of the semester. The final degree evaluation will not be performed and the degree will not be granted until the grade appeal process has been completed.
  - 7. No grades can be appealed or changed for any reason after a degree has been granted.
- (SP11-05)

## Grade Appeal Flow Chart and Process



Technology Assistance

<https://www.csuci.edu/ti/>

General Services

CI Learn

Wireless

Wireless Access at CI

Printing

Mobile Printing

CI Alert

CALIFORNIA State University Channel Islands  
Nursing Program Policies

Originating Author: Curriculum  
Policy Number: CC0012016  
Approved By: Faculty  
Approval Date: 12.19.2016  
Effective Date: 1.1.2017  
Number of Pages: 2  
Next Review Date: 12.2019

**Licensed Vocation Nurses 30 Semester/45 quarter Unit Option**

**PURPOSE:** *Goals and objectives of the policy.*

The objective of the policy is to meet the BRN regulation for 30 Unit option Licensed Vocational Nurses to apply for RN licensure.

**BACKGROUND:** *Context for the policy provisions i.e. BRN regulations, Chancellor's Office, Accreditation*

According to BRN Criteria Section 1429 (a) An applicant who is licensed in California as a Vocational Nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the prescribed courses and meets all other requirements set forth in section 2736 of the code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of course in physiology and microbiology comparable to such courses required for licensure as a registered nurse.

**POLICY:**

Accountability Management accountability for policy compliance, implement and monitoring The Curriculum Committee monitors the policy for compliance, implementation and monitoring. Implementation of policy is facilitated by staff and Program Chair with oversight the responsibility of the chair. All students considering this option must meet with the chair or designee for advisement.

**Applicability:** *Specific individuals or groups to which this applies*

This policy applies to individuals who are licensed as Licensed Vocational Nurses in the State of California.



Definition(s) *Define unfamiliar terms as needed*

N/A

Policy Text: *Statement of the policy including an outline of the requirements and responsibilities to accomplish the purpose of the policy*

The prerequisites for the 30 unit option are BIO 210 Anatomy and Physiology I (4 units); and BIOL 217 Medical Microbiology (4 units); for a total of eight units. Including these prerequisites, the students take a total of 25.5 units, with the following required courses:

NRS 240 & NRS 241 Psychiatric & Mental Health Nursing with lab 4 units (2/2)

NRS 420 & NRS 421 Nursing Care of the Complex Client with lab 6 units (3/3)

NRS 460 & NRS 461 Nursing Leadership and Professional Nursing Practice with lab 5.5 units (3/2.5)

NRS 391 Transition to Professional Practice Lab 2 units (2)

Total 25.5 Units

Eligible students are admitted as undeclared majors, on a space available basis, and must make an individual appointment with the Chair of the Nursing Program or his/her delegate to sign the 30 Unit Option Waiver Acknowledgement form.

Exhibits: *Optional forms, illustrations, references*

EDP-P-06 BRN Required Curriculum: Content for Licensure

30 Unit Option Waiver Acknowledgement form

**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 \_\_\_\_\_

CALIFORNIA State University Channel Islands  
Nursing Program Policies

Policy Number: CC0022017  
Proposed by: Curriculum Committee  
Approved By: Faculty Committee  
Approval Date: 4.20.2018  
Effective Date: 8.27.2017  
Number of Pages: 6  
Next Review Date: 4.20.2020

**Policy on Proctored ATI Assessments/Remediation**

**PURPOSE:** *Goals and objectives of the policy.*

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)).

**BACKGROUND:** *Context for the policy provisions i.e. BRN regulations, Chancellor's Office, Accreditation*

Prior to entering the program students have been introduced to the TEAS assessment. During the first semester students will be taking the Critical Thinking Entrance proctored assessment. Then during the final semester The Critical Thinking Exit proctored assessment is administered. Each Content Mastery Series module follows the program algorithm for assessment and, if necessary, remediation. Each designated course has proctored assessments with benchmarks to predict the likelihood of students passing the NCLEX-RN. Course faculty will be the resource for further instruction regarding ATI and the comprehensive program. (See Exhibit A: ATI Guide for the Development of Best Practice Policy; Exhibit B: ATI Comprehensive Mastery Series Educator Implementation Guide).

**Matrix of Nursing Program ATI Proctored and Practice Assessments**

ATI Proctored Assessment	ATI Practice Assessment	Course	Timeframe by Campus Fall or Spring	
Critical Thinking Entrance	Self-Assessment Inventory Web	NRS 306 Pathophysiology	C	G
Fundamentals	RN Fundamentals Online Practice 2016 A  or  RN Fundamentals Online Practice 2016 B	NRS 200 Introduction to Professional Practice	C	G
Pharmacology	RN Pharmacology Online Practice 2016 A  or  RN Pharmacology Online Practice 2016 B	NRS 304 Pharmacology II	G	C
Mental Health	RN Mental Health Online Practice 2016 A  or  RN Mental Health Online Practice 2016 B	NRS 240 Psychiatric & Mental Health	Summer	
Maternal Newborn	RN Maternal Newborn Online Practice 2016 A  or  RN Maternal Newborn Online Practice 2016 B	NRS 230 Nursing Care of Women, Infants & Children	G	C
Nursing Care of Children	RN Nursing Care of Children Online Practice 2016 A  or  RN Nursing Care of Children Online Practice 2016 B	NRS 232 Nursing Care of Children & Families	Summer	

Nutrition	RN Nutrition Online Practice 2016 A  or  RN Nutrition Online Practice 2016 B	NRS 222 Nursing Care of Adults with Acute & Chronic Illness II	C	G
Adult Medical Surgical	RN Medical Surgical Online Practice 2016 A  or  RN Medical Surgical Online Practice 2016 B	NRS 420 Nursing Care of the Complex Client	C	G
Community Health	RN Community Health Online Practice 2013 A  or  RN Community Health Online Practice 2013 B	NRS 452 Community Health	C	G
Leadership	RN Leadership Online Practice 2013 A  or  RN Leadership Online Practice 2013 B	NRS 460 Leadership & Professional Issue	C	G
Comprehensive Predictor	RN Comprehensive Online Practice 2013 A    RN Comprehensive Online Practice 2013 B	Designated date near the end of the program   *Note: Students are expected to provide the verification of completion of the RN Comprehensive Online Practice to take the assessment		C, G
Critical Thinking Exit		Exit Assessment:  Finals Week		C, G
	Targeted Medical Surgical Practice:  • Cardiovascular		G	C

	<ul style="list-style-type: none"> <li>• Perioperative</li> <li>• Respiratory</li> <li>• Endocrine</li> </ul>	NRS 220 Nursing Care of Adults with Acute and Chronic Illness I		
	<p>Targeted Medical Surgical Practice:</p> <ul style="list-style-type: none"> <li>• Neurosensory and Musculoskeletal</li> <li>• Renal and Urinary</li> <li>• Fluid, Electrolyte, and Acid-Base</li> <li>• Gastrointestinal</li> <li>• Immune</li> </ul>	NRS 222 Nursing Care of Adults with Acute and Chronic Illness II	C	G
	<p>Nurse's Touch:</p> <p>Wellness and Self-Care Practice Assessment</p>	NRS 200 Introduction to Professional Nursing Practice		
	<p>Nurse's Touch:</p> <p>Nursing Informatics and Technology Practice Assessment</p>	NRS 303 Pharmacology I		
	<p>Nurse's Touch:</p> <p>Professional Communication Practice Assessment</p> <p>or</p> <p>Becoming a Professional Nurse Practice Assessment</p>	Option(s) for Remediation Activity or Clinical Make-Up	C	G

\*End of program testing will occur during finals week in the final semester of the program. Students must attend to complete the program, or make alternative arrangements for testing if absence falls under approved university absence.

C = Camarillo; G = Goleta

## POLICY:

*Accountability Management accountability for policy compliance, implement and monitoring*

The Nursing Curriculum Committee and the individual course faculty are responsible for the implementation and monitoring for program compliance.

*Applicability: Specific individuals or groups to which this applies*

This policy applies to all Track I students and course faculty.

*Policy Text: Statement of the policy including an outline of the requirements and responsibilities to accomplish the purpose of the policy*

Use of ATI Comprehensive Package: To prepare the student for the final ATI assessment, orientation to ATI products occurs during the first few weeks of the start of the program, with student referral to ATI student orientation materials. The course faculty will release practice exams by the end of the first week of the beginning of the course, based upon the matrix above. A proctored assessment will be administered within the last month of class (or, after 75% of the course content has been completed, except for the Critical Thinking Assessment); a remediation plan then will be required to be completed before the end of the course or as outlined in the course syllabi, in designated courses. (See Matrix of Nursing Program ATI Proctored and Practice Assessments.

The ATI RN Content Mastery Series (Exhibit B) outlines level proficiency expectations as:

*Expectations for students meeting the following Proficiency Levels at the recommended cut score*

	LEVEL 3	LEVEL 2	LEVEL 1	BELOW*
NCLEX-RN/NCLEX-PN standards in this content area	Exceeds	Readily meets	Just meets	Does not meet
Knowledge demonstrated in this content area	High level	Adequate level	Minimum level	Does not demonstrate the minimum level
Performance in this content area	Exceeds most expectations	Exceeds minimum expectations	Meets the absolute minimum expectations	Does not meet the absolute minimum expectations
ATI recommendations for students based on Proficiency Levels	Engage in continuous Focused Review to maintain and improve knowledge of this content	Engage in continuous Focused Review to improve their knowledge of this content	Develop and complete a rigorous plan of Focused Review to achieve a firmer grasp of this content	Develop and complete an intensive plan of Focused Review and remediation

An ATI proctored exam is worth up to 10% 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 0.10 = 40 points)
Level 3	100%	40 points
Level 2	85%	34 Points
Level 1 and below	75%	30 points only with successful remediation
Level 1 and below		0 points if remediation plan not completed

### Remediation Procedure for ATI Proctored Exams:

Faculty will include in their course syllabus information for practice and proctored assessments, 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 in the syllabus 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 ATI”* or *“My Results”* tab.

- In My ATI, go to the Improve 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 ≤ 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 student 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 “*Help*” tab on ATI; select “*Getting Started with the Improve Tab*”.

The remediation plan should include:

1. Student name and date
2. The 2 (or more) areas of content selected for focused review
3. The content activities (2 or more) and date that the student reviewed or plan to review for each chosen activity
4. At least one self-identified goal/summary for success
5. Upon completion of the remediation plan, the students should 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 faculty during office hours. Submit a copy of the study plan via email or hand deliver to the course faculty by **5 pm on \_\_\_\_\_ (date)**. All remediation plans are to be initialed and dated by the course faculty, 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 would be awarded. For the RN Comprehensive Predictor, remediation will be conducted with the faculty advisor.

*Exhibits:*

Exhibit A: [ATI Guide for Development of Best Practices Policy](#)

Exhibit B: [ATI Comprehensive Mastery Series Educator Implementation Guide](#)

CALIFORNIA State University Channel Islands  
Nursing Program Policies

Originating Author: Curriculum Committee

Policy Number: CC0032017

Approved By: Faculty

Approval Date: 12.19.2016

Effective Date: 1.1.2017

Number of Pages: 2

Next Review Date: 12.2017

## Peripheral IV Insertion

**PURPOSE:** *Goals and objectives of the policy.*

To provide guidelines for and identify the process for peripheral intravenous insertion by nursing students in the clinical setting.

**BACKGROUND:** *Context for the policy provisions i.e. BRN regulations, Chancellor's Office, Accreditation*

**Rationale:** The Business and Professions Code, Section 2725, The Nursing Practice Act, authorizes registered nurses to assess patients, determine abnormalities, implement a medical treatment plan, refer, report, or implement a standardized procedure, and administer medication by all routes. Intravenous insertion is a standard nursing skill. Promoting safe practice for insertion and post insertion care of peripheral intravenous catheters is essential in student nurses gaining experience to perform this skill.

**POLICY:**

*Accountability Management accountability for policy compliance, implement and monitoring (committee or personnel)*

The administration of the policy is the responsibility of the Chair of the Nursing Program or his/her delegate to administer with oversight of the Curriculum Committee. The clinical course faculty (NRS 391 and NRS 421) are responsible for carrying out the policy.

*Applicability: Specific individuals or groups to which this applies*

Generic baccalaureate students who have successfully completed NRS 220, NRS 221, NRS 222, and NRS 223, and are enrolled in either NRS 391 or NRS 421.

Definition(s) *Define unfamiliar terms as needed*

Peripheral IV: A venous line placed into a peripheral vein to administer medications or fluids. It excludes PICC and peripherally inserted catheters.

Policy Text: *Statement of the policy including an outline of the requirements and responsibilities to accomplish the purpose of the policy*

For students to be eligible to attempt peripheral intravenous insertion in the clinical setting for NRS 391 and/or NRS 421, they must have taken the following steps:

1. Review of the procedure in Berman and Snyder (2012) Skills in Clinical Nursing. 7<sup>th</sup> ed., p. 491 -495.
2. Review of the procedure video “IV – Starting an IV” (7 min 13 sec) from Saddleback College ALFA video resources: <https://alfa.saddleback.edu/videos>
3. Access and complete ATI Testing Skills Module: IV Therapy
4. Review the virtual IV tutorial on the Haptic Virtual IV Simulator in the Simulation Lab
5. Successfully insert two IV sticks on the Haptic Virtual IV Simulator (score  $\geq$  90%) with narrative documentation of one of the two sticks.
6. Access and provide copy of the IV policy from the assigned clinical facility.
7. Record and submit video demonstration of IV insertion on the IV arm to your clinical faculty. (IV arm insertion is to be scheduled with the Simulation Lab Instructor or clinical faculty by the student)

Clinical faculty must approve and validate the student has completed all steps above before any opportunity in clinical in patient care is an option. Students who attempt any IV insertion before approval by clinical faculty risk clinical course failure.

Exhibits: *Optional forms, illustrations, references* IV insertion verification form

CALIFORNIA State University Channel Islands  
Nursing Program Policies

Policy Number: CC0042017

Initiated by: Curriculum Committee

Approved By: Faculty

Approval Date: 9.8.17

Effective Date: 9.8.17

Number of Pages: 5

Next Review Date: 9.2019

### Policy on Grading and Point Distribution

**PURPOSE:** *Goals and objectives of the policy.*

The objective of this policy is to standardize grading across nursing courses.

**BACKGROUND:** The grading policy is consistent with University Policy SP.12.007, the Policy on Grades and provides for consistent grading within the Nursing Program. This policy also serves to integrate the “Point Distribution in Didactic Courses” policy adopted by Faculty on 12.16.13, hereby rendering it archived.

**POLICY:**

Accountability: All nursing faculty

Applicability: All nursing students

**Definition(s)**

1. Critical Behaviors are defined as those student behaviors (cognitive, attitudinal and psychomotor skills) that must be demonstrated in order to allow successful course completion.
2. 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.

- Knowledge – Learning the information
  - Comprehension – Understanding the information
  - Application – Using previously learned information in a new situation to solve problems that have single or best answers
  - Analysis – Examining specific parts of information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations
  - Synthesis – Creatively or divergently applying prior knowledge and skill to produce something new or original
3. **Student learning outcomes** or SLOs are statements that specify what **students** will know, be able to do or be able to demonstrate when they have completed or participated in a program/activity/course/project.

**Outcomes** are usually expressed as knowledge, skills, attitudes or values.

Policy Text:

## 1. 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.
- d. Learning activities in courses are aligned to meet the course student learning outcomes.

## 2. Evaluation of the Nursing Clinical 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.

### 3. 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 two (2) and three (3) unit didactic or theory courses (courses with a NRS prefix for course identification) will be balanced by examinations, quizzes, written course assignments and individual/group presentations. The following point distribution guidelines will be used:

- For two (2) unit nursing didactic course, the points earned shall range from 200-400 course points.
- For three (3) unit nursing didactic course, the points earned shall range from 500-800 course points
- For lower division courses (NRS 200's), course points earned by exams and quizzes should be 60-70% of the grade.
- For upper division courses (NRS 300-400's except NRS 306, NRS 303 and NRS 304), course points earned by exams and quizzes should be 20-40% of the grade.
- The accumulated points earned will be used to establish the course percentage and the student's final letter grade for the course using the Approved Grading Scale as indicated below.



### Approved Grading Scale

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.

### Point Considerations

- No rounding up of decimal points will be allowed in grading practices.
- No extra credit points will be allowed in any nursing class
- Students will have the opportunity to review examinations and written course assignments during regularly scheduled office hours of their course faculty.
- Students will be expected to follow through on faculty's instructions and guidance, as necessary, in order to enhance the learning experience and improve student's performance and course points (including the use of the Loma Linda Exam Tool) as indicated.
- Faculty will use the grading center to post points accumulated in the course for exams and assignments. It is the student's responsibility to contact the faculty if the student believes there is an error in their point calculation. Faculty will review the accumulated course points for accuracy.
- When point balance is accurate and student is informed, the student will accept the points earned at the end of the semester. Emails, text messages, voice mail messages from students requesting additional points, rounding up to the next letter grade, revising an assignment for more points or requesting extra credit for more points will not be accepted.

## Evaluation of Nursing Clinical Courses

Clinical laboratory courses will 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% on the categories in the Clinical Evaluation Tool (CET) which is pass fail and 40% other activities. In preceptor-based upper division clinical, the semester-long assignments will make up the points in establishing the clinical grade for passing. There must be a passing grade on the CET as well as a minimum letter grade of C in the clinical assignments to pass the 76% passing percentage in 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. For upper division clinicals, students may conduct a midterm and final self-assessment of their clinical performance as described in their CET or *a midterm and final self-assessment of their clinical performance as defined by the course instructor*. Remediation Plans may be indicated as directed by faculty.

In preceptor-based clinical, if a student's **behavior** is such that they are not performing student learning outcomes at a satisfactory level, the student may be removed from their assigned preceptored clinical. Placement will not be made to another clinical setting. Thus, the student would not be able to accomplish the course objectives, earn points for their grade or pass the course.

CALIFORNIA State University Channel Islands  
Nursing Program Policies

Originating Author: Curriculum  
Policy Number: CC0052013  
Approved By: Faculty  
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Number of Pages: 2  
Next Review Date: 4.1.2020

**Policy on Points Distribution in Didactic classes**

**PURPOSE:** *Goals and objectives of the policy.*

The goal of this policy is to offer guidelines to faculty teaching didactic classes on the distribution of points within the course to assure the unit value of the class and the points awarded are similar from course to course and to avoid grade inflation.

**BACKGROUND:** *Context for the policy provisions i.e. BRN regulations, Chancellor's Office, Accreditation*

Higher percentage of points in exams and quizzes in the lower division courses is aimed at preparing the student for the National Council Nursing Licensing Exam (NCLEX).

**POLICY:**

Accountability Management accountability for policy compliance, implement and monitoring (committee or personnel)

The curriculum committee is responsible for evaluating and periodically reviewing the policy.

Applicability: *Specific individuals or groups to which this applies*

This policy applies to all didactic courses in both track I and II undergraduate nursing students at CSU Channel Islands

Definition(s) *Define unfamiliar terms as needed*

Didactic – theory classes

Policy Text: *Statement of the policy including an outline of the requirements and responsibilities to accomplish the purpose of the policy*

Guidelines for Points Distribution in didactic classes:

2 Unit courses 200-400 Points

3 unit courses 500-800 Points

Lower Division courses (NRS 200's including NRS 306, NRS 303, and NRS 304) exams and quizzes should be 60-70% of grade

Upper Division courses (NRS 300-400 except NRS 306, NRS 303 and NRS 304) exams and quizzes should be 20-40% of the grade.

Exhibits: *Optional forms, illustrations, references*

CALIFORNIA State University Channel Islands  
Nursing Program Policies

Originating Author: Curriculum Committee

Policy Number: CC0062016

Approved By: Faculty

Approval Date: 9.24.2012 original; 12.6.2016

Effective Date: 1.2017

Number of Pages: 2

Next Review Date: 12.2018

### Faculty to Student Ratio Policy

**PURPOSE:** *Goals and objectives of the policy.*

The number of students per faculty in the clinical laboratory courses will vary dependent upon the acuity of patient's needs, objectives of the learning experience, class level of the students, geographic placement of students teaching methods and requirements of the clinical agencies. New faculty and lead faculty, who are new to teaching or who have coordination responsibilities, should be supported with a lesser number of students, in the event of uneven numbers of students in a section.

**BACKGROUND:** *Context for the policy provisions i.e. BRN regulations, Chancellor's Office, Accreditation*

**Rationale:** The faculty to student ratio in clinical courses is supported by the teaching methods, content and use of the simulation lab to enhance learning. The maximum ratio is also regulated by the BRN at a maximum of 11:1. The ratio of 11:1 in NRS 201 Introduction to Professional Practice and Nursing Care of Adults with Acute and Chronic Illness I is supported because the students are not delivering medications in NRS 201 and the first five weeks they are in the simulation lab with two faculty, the simulation lab instructor and the faculty. In NRS 221 the faculty voted to decrease the ratio to 8:1 because the students are administering medication for the first time, and it is time consuming for the faculty to assure safety. In NRS 231 the size of units dictates the ratio of to 8:1. After the students have mastered the medication administration the ratio returns to 11:1 for NRS 223, 233, 241, 401 and 421. When the students reach the upper division nursing (post licensure) courses NRS 453, Community Health Nursing and NRS 461 Nursing Leadership and Professional Issues, and 391 Transition to Professional Practice the ratio of faculty to student is 15:1 with each student working with a preceptor.

POLICY:

Accountability *Management accountability for policy compliance, implement and monitoring (committee or personnel)*

The Maximum student to faculty ratio is:

Clinical/Lab:

1. 8:1 for NRS 221, 231
2. 11:1 for NRS 201, 223, 241, 401, 421, 233, 204L
3. 15:1 for NRS 391, 453, 461

Didactic:

1. 44:1 for NRS 200, 204, 220, 222, 230, 232, 240, 304, 306, 420
2. 55:1 NRS 350, 310, 352, 452, 460

This is a general guideline and in certain instances the number may go over but may not exceed the BRN approved ratio.

Applicability: *Specific individuals or groups to which this applies*

This policy applies to both track I and track II students

Definition(s) *Define unfamiliar terms as needed*

Policy Text: *Statement of the policy including an outline of the requirements and responsibilities to accomplish the purpose of the policy*

The administration of the policy is the responsibility of the Chair of the Nursing Program or his/her delegate to administer when developing the class schedule.

Exhibits: *Optional forms, illustrations, references*

CALIFORNIA State University Channel Islands  
Nursing Program Policies

Originating Author: Curriculum Committee  
Policy Number: CC0072016  
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Approval Date: 5.23.2016  
Effective Date: 5.30.2016  
Number of Pages: 3  
Next Review Date: 5.2018

**Policy on Loma Linda Exam Analysis**

**PURPOSE:** *Goals and objectives of the policy.*

The goals and objectives of the Loma Linda Exam Analysis are to facilitate evaluation of issues associated with poor exam performance, i.e., exam score less than 76%. The Loma Linda Exam Analysis provides an opportunity to identify the contributing factor or specific issues affecting exam performance and assist in identifying strategies to improve performance to successfully demonstrate mastery of application knowledge in testing situations.

**BACKGROUND:** *Context for the policy provisions i.e. BRN regulations, Chancellor's Office, Accreditation*

The Commission on Collegiate Nursing Education (CCNE) Baccalaureate Accreditation Standard II and IV specify program quality and effectiveness to assure academic support and success of students. The CCNE standards and BRN regulations direct the Nursing Program to monitor attrition and retention of students. The Nursing Program delegates development and oversight of policy in retention of students to the Student & External Affairs Committee to assure students accepted into the program successfully complete the program.

**POLICY:** *Accountability Management accountability for policy compliance, implement and monitoring (committee or personnel)*

The Student & External Affairs Committee and Nursing Program provide oversight of the policy; the nursing faculty in coordination with the student is responsible for implementation of the policy.

Applicability: *Specific individuals or groups to which this applies*

This policy applies to Track I (Generic) and Track II (RN to BSN) students.

Definition(s) *Define unfamiliar terms as needed*

The Loma Linda Exam Analysis is a diagnostic prescriptive process that provides a means in which to analyze problems or issues affecting poor performance on examinations with identification of interventions by which to improve (Condon & Drew, 1995).

Policy Text: *Statement of the policy including an outline of the requirements and responsibilities to accomplish the purpose of the policy*

The Loma Linda Exam Analysis is a proven helpful tool in improving content understanding and test taking skills. Any student may review their exams; they should be encouraged to use the *Loma Linda Analysis & Procedure* (Exhibit A).

The Loma Linda Exam Analysis is made available to all students in courses where there are exams. It is strongly encouraged that a student who scores below 76% on an examination, except the final exam, is required to complete the Loma Linda Exam Analysis. The course instructor notes the requirement in the course syllabus and posts the *Loma Linda Analysis Form & Procedure* on CI Learn/Blackboard. The student should arrange review of the exam within 2 weeks of the exam, as follows:

1. The student and course instructor become aware that the student has a problem with taking exams based on a non-passing score of less than 76% or student generated concern related to performance.
2. The student arranges to review an exam per the course syllabus by attending office hours or requesting an appointment. Face-to-face in office review of the analysis on a 1:1 basis is preferred to optimize individual needs.
3. The student reviews each question that was missed on the exam using the *Loma Linda Exam Analysis Worksheet*. The student identifies the main category and specific problem or contributing factor for why the student missed each question:
  - a. List the number of the exam question missed in the far left column



- b. Mark an X or ✓ in the subcategory that best describes a reason for choosing the wrong answer; the student may mark more than one subcategories
  - c. The student totals the number of marks by subcategory and category
4. The student and the course instructor meet face-to-face to discuss why each question item was missed on the exam as completed by the student using the *Loma Linda Exam Analysis Worksheet*.
  5. The student and the course instructor go over the recommended interventions pertaining to each category with marks; recommended interventions are listed on the *Suggestions to Improve Performance*. In addition, the student and course instructor discuss the *Summary of Exam Techniques for Multiple Choice Questions*.
  6. The course instructor assists the student with a plan of action that promotes improvement in exam performance.
  7. The student retains the copy of the exam analysis as a reference in identification of issues and strategies for improving performance.
  8. The course instructor should maintain a record of the meeting, including follow-up appointments (or referrals) for help with exam skills, tutoring, counseling and evaluation of progress.

Exhibits:

Exhibit A, Loma Linda Exam Analysis Form & Procedure

### *References*

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**CSU CHANNEL ISLANDS NURSING PROGRAM  
LOMA LINDA EXAM ANALYSIS FORM & PROCEDURE**

**Loma Linda Exam Analysis Procedure**

The following steps make up the exam analysis procedure:

1. The student and course instructor become aware that the student has a problem with taking exams based on a non-passing score of less than 76% or student generated concern related to performance.
2. The student arranges to review an exam per the course syllabus by attending office hours or requesting an appointment. Face-to-face in office review of the analysis on a 1:1 basis is preferred to optimize individual needs.
3. The student reviews each question that was missed on the exam using the *Loma Linda Exam Analysis Worksheet*. The student identifies the main category and specific problem or contributing factor for why the student missed each question:
  - a. List the number of the exam question missed in the far left column
  - b. Mark an X or √ in the subcategory that best describes a reason for choosing the wrong answer; the student may mark one or more subcategories
  - c. The student totals the number of marks by subcategory and category
4. The student and the course instructor meet face-to-face to discuss why each question item was missed on the exam as completed by the student using the *Loma Linda Exam Analysis Worksheet*.
5. The student and the course instructor go over the recommended interventions pertaining to each category with marks; recommended interventions are listed on the *Suggestions to Improve Performance*. In addition, the student and course instructor discuss the *Summary of Exam Techniques For Multiple Choice Questions*.
6. The course instructor assists the student with a plan of action that promotes improvement in exam performance.
7. The student retains the copy of the exam analysis as a reference in identification of issues and strategies for improving performance.
8. The course instructor should maintain a record of the meeting, including follow-up appointments (or referrals) for help with exam skills, tutoring, counseling and evaluation of progress.



**CSU CHANNEL ISLANDS NURSING PROGRAM  
LOMA LINDA EXAM ANALYSIS FORM & PROCEDURE**

**Suggestions to Improve Exam Performance**

**Priority # \_\_\_\_\_ Lack of Knowledge of Subject Matter**

- \_\_\_\_\_ 1. Use study guide/objectives/specific class guidelines to identify important content while reading textbook.
- \_\_\_\_\_ 2. Write out key points from #1 and use for later review.
- \_\_\_\_\_ 3. Take careful notes during class.
- \_\_\_\_\_ 4. As soon as possible after class and at the end of each week review #2 and #3 from above
- \_\_\_\_\_ 5. Participate in study group each week.
- \_\_\_\_\_ 6. Use NCLEX-RN review books to review important content and to practice application on review questions.
- \_\_\_\_\_ 7. Predict exam questions. Use these for group review.
- \_\_\_\_\_ 8. Schedule time to review each lecture carefully before each exam.
- \_\_\_\_\_ 9. Note weak areas such as pathophysiology, medication side effects, lab values, etc.
- \_\_\_\_\_ 10. Other: \_\_\_\_\_

**Priority # \_\_\_\_\_ Exam-taking skills**

- \_\_\_\_\_ 1. Read each question carefully and underline or circle key words.
- \_\_\_\_\_ 2. Give your own answer (write down a few words BEFORE looking at choices given on exam).
- \_\_\_\_\_ 3. Mark each answer choice as T, F, ?, ?T, or ?F.
- \_\_\_\_\_ 4. Choose the best answer based on what you learned in this class.
- \_\_\_\_\_ 5. Don't change an answer unless you know why the first answer is wrong. (Never change an answer just because you feel uncertain).
- \_\_\_\_\_ 6. Practice application of knowledge using case studies and NCLEX-RN review questions.
- \_\_\_\_\_ 7. Other: \_\_\_\_\_

**Priority # \_\_\_\_\_ English Language/Vocabulary**

- \_\_\_\_\_ 1. Look up vocabulary terms/new words identified in reading assignment, lecture, and study groups, etc.
- \_\_\_\_\_ 2. Write out the meanings of these words, note pronunciation and use them in a sentence, make flash cards or write them in a notebook.
- \_\_\_\_\_ 3. Drill on these words several times each week.
- \_\_\_\_\_ 4. If you don't understand an exam question or answer choice ask the instructor for clarification.
- \_\_\_\_\_ 5. Other: \_\_\_\_\_

**Priority # \_\_\_\_\_ Exam Anxiety**

- \_\_\_\_\_ 1. Over-prepare for exams so that you feel confident about your knowledge.
- \_\_\_\_\_ 2. Use recommended exam skills on every question. This helps you think logically.
- \_\_\_\_\_ 3. Use positive self-talk- i.e. "I know these concepts", "I am going to do well on this exam".
- \_\_\_\_\_ 4. Don't spend too long on a difficult question. This lowers your confidence and increases anxiety. Read it carefully 2xs, guess and move on to easier questions. Come back later if you have time.
- \_\_\_\_\_ 5. Identify methods that help you feel calm, remember what you have learned and apply knowledge and exam skills.
- \_\_\_\_\_ 6. Practice relaxation techniques (deep breathing, etc.) so you can use them p.r.n.
- \_\_\_\_\_ 7. Other: \_\_\_\_\_

**Priority # \_\_\_\_\_ Other (Please Specify Below):**

CSU CHANNEL ISLANDS NURSING PROGRAM  
LOMA LINDA EXAM ANALYSIS FORM & PROCEDURE

SUMMARY OF EXAM TECHNIQUES  
For  
MULTIPLE CHOICE QUESTIONS

A. Be Sure You Know What The Question is Asking

- ♦ Read question carefully.
- ♦ Underline important words.
- ♦ Try to answer the questions yourself before you look at the answer options.
- ♦ Create a pool of possible answers (jot down key word(s) for each)

B. Consider Each Option Carefully

- ♦ Compare answer options given on exam with your own pool of possible answers.
- ♦ Re-read the question carefully.
- ♦ Read the answer options carefully underlining key words.
- ♦ Mark each answer option as either true, false, T?, F?, or ?.

C. Use Your Knowledge When Choosing the Best Answer

- ♦ Choose your answer based on what you have learned in the course. Example: Choose answer marked true above one marked?
- ♦ Do not choose an answer just because “it sounds good” if you have not heard of it before (in lecture or textbook)—it may be a cleverly worded distractor.

D. Use Your Time Wisely

- ♦ Do not spend too long on any one question.
- ♦ Read the question and answer options carefully (twice if necessary).
- ♦ If you are not sure which choice is correct, guess and mark the question number so you can come back to it if you have time.
- ♦ Do not be in a hurry to leave. Check your paper to be sure you have answered all questions.
- ♦ Check carefully for clerical errors (marking wrong answer by mistake).
- ♦ Read each stem with the answer you have marked to be sure it makes sense.

E. If You Do Not Understand The Question or Answer Option Ask For Help

- ♦ Ask the instructor to clarify what is not clear.
- ♦ Ask the instructor to “restate” a confusing question or option.

F. Do Not Change Your Answers

- ♦ The only time you should change an answer is when you know why the first answer is wrong and/or why the second answer is right.
- ♦ Never change an answer just because you feel uncertain.

CALIFORNIA State University Channel Islands  
Nursing Program Policies

Originating Author: Student Affairs Committee  
Policy Number: CC0082017  
Approved By: Faculty  
Approval Date: 5.11.18  
Effective Date: 8.2018  
Number of Pages: 2  
Next Review Date: 8.2020

**Policy on Clinical Lab Assignment**

**PURPOSE:** *Goals and objectives of the policy.*

The objective of this policy is to best place the students at clinical locations that meet their geographical and educational needs. Clinical and lab assignments related to time, date, instructor and site are subject to change based on availability. This process may be adjusted by the Nursing Program Student Affairs Committee.

**BACKGROUND:** *Context for the policy provisions i.e. BRN regulations, Chancellor's Office, Accreditation*

**POLICY:**

Accountability Management accountability for policy compliance, implement and monitoring (committee or personnel)

The Student Affairs committee is responsible for implementing and monitoring adherence to the procedure.

**Applicability:** *Specific individuals or groups to which this applies*

This policy is specific to all track I students. Courses include: NRS 201, NRS 221, NRS 223, NRS 231, NRS 233, NRS 241, NRS 391, NRS 421, NRS 453, and NRS 461. Clinical course assignments for fall and summer will be conducted during the prior spring semester. Clinical course assignments for spring will be conducted during the prior fall semester.

Definition(s) *Define unfamiliar terms as needed*

Geographical need – student(s) will be given priority placement at one of the three locations they are geographically closest too based upon the address they have on file with the program

Educational need – student(s) may be placed with faculty based upon academic and/or clinical performance

Policy Text: *Statement of the policy including an outline of the requirements and responsibilities to accomplish the purpose of the policy*

Procedure for clinical lab assignments \*

1) During the 9<sup>th</sup> week of the semester, the Clinical Coordinator or the Goleta Support Coordinator will work with the Academic Program Analyst to obtain an up to date version of the schedule of classes. The Clinical Coordinator for Camarillo and the Goleta Support Coordinator will assign students to each clinical section based upon the address currently on file with the program. It is the student's responsibility to update their address with the program prior to initial placements otherwise the address on file will be used.

2) At the start of the 10<sup>th</sup> week, the Clinical Coordinator for Camarillo and the Goleta Support Coordinator will send the initial placements to the faculty currently assigned to each course. Faculty will have two weeks to submit any changes based upon a student's academic and/or clinical performance to the Clinical Coordinator for Camarillo and Goleta Support Coordinator. Based upon academic or clinical needs, students may be placed outside of the three geographically closest locations.

3) At the beginning of the 12<sup>th</sup> week, the FINAL assignments will be emailed to students and NO switching will be allowed. It is the student's responsibility to register for the correct clinical section they are assigned. If a spot opens up in a clinical rotation, no students will be added after the FINAL assignments unless administrative need arises.

4) Regardless of clinical assignment, students are responsible for providing their own transportation to and from clinical sites.

Exhibits: *Optional forms, illustrations, references*



CALIFORNIA State University Channel Islands  
Nursing Program Policies

Policy Number: CC0092017

Proposed by: Colleen Nevins/Technology in Teaching/Curriculum Committee

Approved By: Faculty

Approval Date: 4.21.2017

Effective Date: 8.28.2017

Number of Pages: 4

Next Review Date: 4.21.2019

**Policy on Clinical Lab Guidelines**

**PURPOSE:** *Goals and objectives of the policy.*

The design of CSU Channel Islands' Nursing Program curriculum innovatively facilitates learning in three distinct settings: the classroom or online, laboratory, and clinical setting. The ability to segment 25% of clinical practicum time for lab related activities creates a safe setting for student learners to apply knowledge by assigning a corresponding lab with clinical courses throughout the program. The purpose of the Clinical Lab Guidelines policy is to establish the Nursing Program philosophy, strategy, and objectives for lab practicum in clinical practicum laboratory courses.

**BACKGROUND:** *Context for the policy provisions i.e. BRN regulations, Chancellor's Office, Accreditation*

The curriculum includes co-requisite courses composed of didactic content and associated clinical practicum. The clinical practicum hours are defined by the California Board of Registered Nursing (BRN). The total hours of practicum are calculated by the following formula: the number of units are tripled and then multiplied by the semester weeks, e.g., 3 units x 3 x 15 = 135 hours. The BRN allows 25% of clinical hours to be spent in lab related activities.

**POLICY:**

*Accountability Management accountability for policy compliance, implement and monitoring (committee or personnel)*

The Curriculum Committee and Nursing Program Chair is accountable for the Clinical Lab Policy compliance, implementation, and monitoring. Faculty instructors assigned to teach clinical practicum courses with labs, i.e., Introduction to Professional Practice, Nursing Care of Adults with Acute and Chronic Illness I and II, Maternal-Child Health, Pediatrics, and Advanced Clinical

Assessment, along with the Simulation Lab Instructor, are accountable for implementation of the policy.

Applicability: *Specific individuals or groups to which this applies*

Track I undergraduate students; Track II undergraduate students

Definition(s) *Define unfamiliar terms as needed*

The curriculum framework is dynamic where there is ongoing learning, reinforcement of learning, and spiraling of advanced complexity throughout the curriculum delivered through didactic content, and clinical practicum with a lab component. The clinical lab setting conceptually creates a *bridge* between didactic delivery of content and clinical practicum. Clinical lab should be dynamic, fostering self-directed student learning and active engagement that includes varied learning activities for students to enhance learned knowledge, practice psychomotor skills, explore attitudes, and develop critical thinking. Exhibit A: Curriculum Framework on Relationship of Didactic, Clinical Practicum & Clinical Lab

Policy Text: *Statement of the policy including an outline of the requirements and responsibilities to accomplish the purpose of the policy*

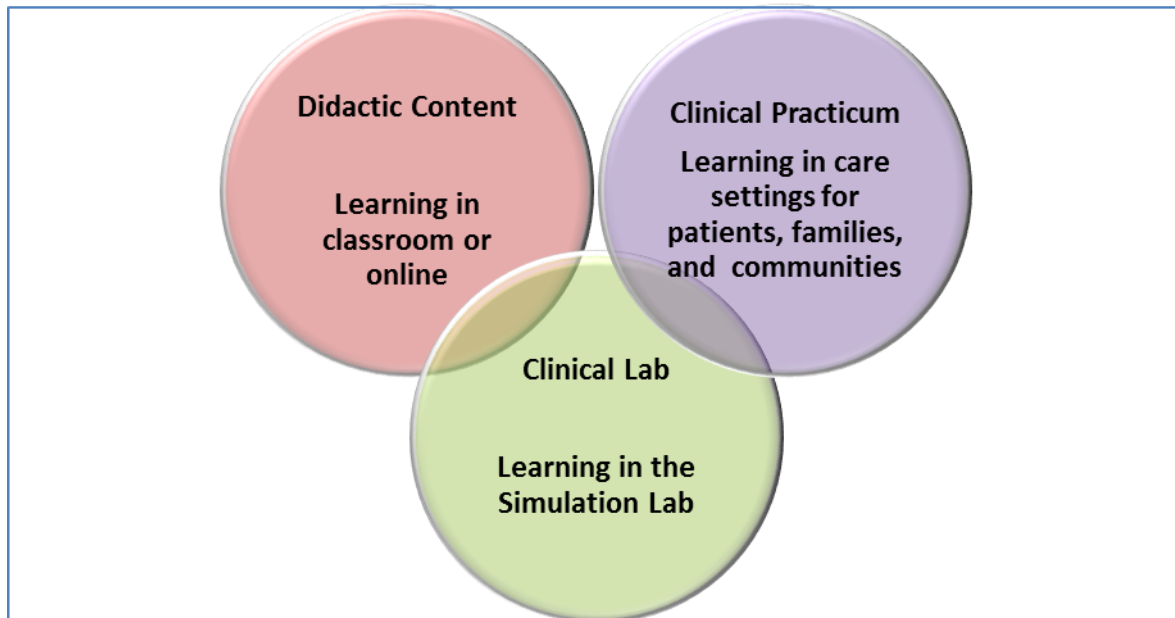
The structure and process of the Clinical Lab Guidelines policy supports the curriculum design and student outcomes of the Nursing Program. The hours are calculated based on specified hours for each course as defined by the BRN for clinical courses and lab related activities.

1. The Nursing Program Chair, staff, Simulation Lab Instructor, Lead Instructor, and Clinical Instructors coordinate the scheduling of course sections for an assigned clinical lab.
2. The content for the clinical lab is based on the course description and learning objectives for the clinical practicum course.
3. Clinical lab should be dynamic, fostering self-directed student learning and active engagement that includes varied learning activities for students to enhance learned knowledge, practice psychomotor skills, explore attitudes, and develop critical thinking.
4. The Lead Instructor for the clinical course is responsible for creating a schedule for the semester that at minimum outlines the content topics and suggested activities for each lab including simulation. Note: The clinical lab requires delivery of content prior or concurrently in the co-requisite didactic course.
5. The Lead Instructor coordinates development of lab activities for each scheduled lab with the clinical faculty for the course and Simulation Lab Instructor prior to the start of the semester:
  - a. The activity sheet should identify the course; lab date (e.g., day, week, semester, year); materials and supplies that the student is required to bring to lab; list of activities with recommended timeframes; and, whether the activity is self-directed or faculty-assisted/directed.

- b. Clinical labs should be designed to engage students as active participants in a variety of activities to stimulate learning and support or augment didactic content.
  - c. Delivery of content in lecture format should rarely occur during clinical lab; any questions or issues related to didactic content should be directed to the Lead Instructor.
  - d. The activity sheet listing the activities for each lab session may be created by either the Lead Instructor or Simulation Lab Instructor; the Lead Instructor in coordination with Clinical Instructors for the course are responsible for finalizing the clinical lab activity sheet.
  - e. Refer to Exhibit B, Clinical Lab Template.
6. The Simulation Lab Instructor is responsible for set up of each lab session and serves as the coordinator in communicating and maintaining consistency of the lab content between each lab session.
  7. The course clinical instructor is the primary instructor for the assigned lab session:
    - a. The clinical instructor posts the activity sheet for each lab on Blackboard for students to bring to lab along with the required materials and supplies from their Nursing Kit.
    - b. The clinical instructor is responsible for delivery of lab content by guiding student learning at each activity, and scoring students on graded assignments.
    - c. The clinical instructor is responsible for starting and ending the lab session within the designated time for the assigned clinical lab.
    - d. The Simulation Lab Instructor acts as secondary instructor to provide support during simulation and on a case-by-case basis for other lab activities.
  8. The assigned lab is an extension of clinical. Adherence to professional attire and behavior should be enforced and modeled by all instructors.
  9. Clean up of lab stations at the end of each clinical lab session should be a coordinated effort between the Clinical Instructor, students, and Simulation Lab Instructor.

Exhibits: *Optional forms, illustrations, references*

Exhibit A, Curriculum Framework on Relationship of Didactic, Clinical Practicum & Clinical Lab



### Exhibit B, Clinical Lab Template:

Activity	Description	Timeframe/Location
Introduction	Faculty-directed welcome and communication of learning objectives for each activity, including expectations	5 minutes Classroom
<u>Optional:</u> Introduction to Topic, Quiz, or Review of Knowledge using Technology	<ul style="list-style-type: none"> <li>The first lab should introduce the students to the syllabus with a thorough review</li> <li>Overview of specific content that is clinically based and not covered in detail in didactic, e.g., ABG or EKG interpretation</li> <li>Quiz, e.g., medication calculations,</li> <li>Application/Review of existing knowledge using audience response</li> </ul>	20 -30 minutes Classroom
Simulation	<ul style="list-style-type: none"> <li>Case scenario that meets the course objectives and practicum learning experience objectives for the lab</li> <li>Activity identifies type of case, age of patient, and brief history or background, e.g., CHF, 86 y.o., admit to telemetry with history of CHF, HTN</li> </ul>	20 – 30 minutes Sim Room
Activities	<ul style="list-style-type: none"> <li>Faculty-assisted/directed activity may include assessment technique, procedures or equipment demonstration</li> <li>Student self-directed learning stations guide students to view (video), listen (audio), read (policy, article, information) or hands-on (practice) activity</li> <li>Fast Tracker's Special: Additional activity such as use of CINAHL EBP or quizlet to include in the event a student has extra time</li> </ul>	15 minutes each Sim Lab
Conclusion	<ul style="list-style-type: none"> <li>Summary of station activity, observations, or group debriefing for med/surg II or advanced clinical assessment</li> <li>Reinforce knowledge using technology, such as audience response system</li> <li>Allowed time for questions or inquiry</li> </ul>	5 – 15 minutes Classroom
Supplies/Equipment	<ul style="list-style-type: none"> <li>List of required supplies from the Nursing Kit for students to bring to lab</li> <li>Textbook students should bring to lab</li> </ul>	
Resources	<ul style="list-style-type: none"> <li>Listing of additional resources accessible to students, e.g., ATI, thePoint</li> </ul>	
Breaks	Students should be provided a 5 – 10 minutes break for each hour of clinical lab practicum; Breaks should be given throughout the time in lab and not used as an accumulation of time to save up for early release from lab	5 – 10 minutes per each hour of assigned lab time

CALIFORNIA State University Channel Islands  
Nursing Program Policies

Policy Number: CC0102016  
Approved By: Faculty Committee  
Approval Date: 4.22.2016  
Effective Date: 9.2016  
Number of Pages: 5  
Next Review Date: 4.2018

### Policy on Clinical Remediation

**PURPOSE:** *Goals and objectives of the policy.*

The goals and objectives of clinical remediation are to support student success in meeting clinical course learning outcomes in the event student performance demonstrates deficiency in current or previous course mastery. The remediation process begins by identifying student at risk, initiation of a formal remediation plan by clinical faculty, and execution of a plan within a short period of time consistent with course learning outcomes and program outcomes

**BACKGROUND:** *Context for the policy provisions i.e. BRN regulations, Chancellor's Office, Accreditation*

The Commission on Collegiate Nursing Education (CCNE) Baccalaureate Accreditation Standard II and IV specify program quality and effectiveness to assure academic support and success of students. The CCNE standards and BRN regulations direct the Nursing Program to monitor attrition and retention of students. The Nursing Program delegates development and oversight of policy in retention of students to the Student & External Affairs Committee to assure students accepted into the program successfully complete the program.

**POLICY:** *Accountability Management accountability for policy compliance, implement and monitoring (committee or personnel)*

The Student & External Affairs Committee and Nursing Program provide oversight of the policy; the Clinical Faculty and Simulation Lab Instructor in coordination with the student are responsible for implementation of the policy.

Applicability: *Specific individuals or groups to which this applies*

This policy applies to Track I (Generic) and Track II (RN to BSN) students.

Definition(s) *Define unfamiliar terms as needed*

Remediation provides interventional strategy involving evaluation of student performance, offering activity tailored to the student needs in meeting learning outcomes, and determination of student response to the interventional activity. Remediation is a formal process, documenting acknowledgement, process, and outcome of student performance. Remediation should be short term, e.g., 2 – 3 weeks. Long term remediation may be an indication of impending failure.

Policy Text: *Statement of the policy including an outline of the requirements and responsibilities to accomplish the purpose of the policy*

Clinical Faculty are obligated to evaluate performance and provide feedback to each student based on course learning outcomes; the Clinical Evaluation Tool (CET) identifies behaviors descriptive of course learning outcomes. When a student demonstrates a pattern of behavior that fails to meet course learning outcomes and/or unsafe care, remedial activity is warranted.

1. The Clinical Faculty must discuss the observed deficiency or lack of safety with the student and the need for remediation. The Clinical Faculty may want to discuss interventional remedial activity with the student to obtain student input in enhancing their performance to meet course learning outcomes. The Clinical Faculty informs the student to expect to receive a *Clinical Remediation Contract* (Exhibit A) within 48 hours; the expectation is improved performance resolving deficiency within 2 – 3 weeks; and, the student should be instructed to contact the Simulation Lab Instructor to arrange a meeting within 48 of the discussion initiating need for remediation.
2. The Clinical Faculty contacts the Simulation Lab Instructor via telephone or email during or at end of the clinical day, at least within 24 hours, regarding the referral of the student for remediation.
  - a. Clinical Faculty should provide the student name, course number, brief description of the deficiencies, and to expect receipt of the *Clinical Remediation Contract* within 48 hours, as well as to expect the student to initiate contact within 48 hours to request an initial meeting within 5 days.
  - b. The Clinical Faculty is encouraged to collaborate with the Simulation Lab Instructor on interventional activity.
3. The Clinical Faculty completes a *Clinical Remediation Contract* (Exhibit A); the contract may be written or typed. The *Clinical Remediation Contract* must be hand delivered or sent

electronically to both the student and Simulation Lab Instructor within 48 hours of the initiated discussion. The Clinical Faculty completes the following segments of the *Clinical Remediation Contract*:

- a. Page 1:
  - i. Insert student name, instructor name, course number, and date initiated per discussion with student.
  - ii. Complete the checklist in initiation of the remediation: discussion with student; informed student to contact the Simulation Lab Instructor within 48 hours by inserting the due date and to arrange an appointment for a face-to-face meeting arranged within 5 days by inserting the due date; date of contact with Simulation Lab Instructor; and date in which the *Clinical Remediation Contract* is completed and sent to the student and Simulation Lab Instructor.
  - iii. Complete the reason(s) for remediation by identifying specific course learning outcome(s) not being met and/or unsafe behavior supported by instructor comments which provide detailed observations demonstrating the deficiency and/or unsafe behavior.
- b. Page 2:
  - i. List all strategic activity expected to be completed by the student as discussed with the student and/or identified with the assistance of the Simulation Lab Instructor; consideration should be given to meeting the student's needs most effectively. Suggested activity may include:
    1. Written self-reflection;
    2. Virtual and online interactive activity off campus or in lab;
    3. Integration of knowledge, skills practice, role-play or simulation in the lab; and/or
    4. Supported integration of knowledge to clinical practice conducted in the clinical site by the Clinical Faculty and/or with the assistance of the Simulation Lab Instructor during a clinical day.
  - ii. Identify the timeframe in which the student is expected to complete the remedial activity and meet expected outcomes, i.e., usual is 2 – 3 weeks.
  - iii. The original remediation contract is signed and dated by the initiating Clinical Faculty, student, and Simulation Lab Instructor. (Exhibit B)
4. The Simulation Lab Instructor and the student coordinate a face-to-face meeting within 5 days of the initiation of remediation.
  - a. If the student fails to contact the Simulation Lab Instructor within 48 hours, the Simulation Lab Instructor should email the student immediately to request a meeting regarding the remediation and copy the Clinical Faculty.
  - b. If the student and/or the Simulation Lab Instructor are unable to meet within 5 days, the Simulation Lab Instructor should telephone or email the Clinical Faculty to inform him/her the reason for delay in meeting; the Simulation Lab Instructor may want to copy the student on the email.
  - c. The initial meeting between the Simulation Lab Instructor and student includes:
    - i. Review of contents and terms of the remediation contract.



- ii. Completion of a Root Cause Analysis for Clinical Remediation to assist the student in recognizing possible reasons in terms of anxiety, environment, knowledge, skill, and/or support that led to deficiency (Exhibit C).
  - iii. Review of the remedial activity (see 3.b.i), including any activity that the student completed prior to the meeting; the focus of remediation should address the deficient and/or unsafe behavior(s) identified by the Clinical Faculty in meeting course learning outcomes; if the student has other identified needs, a plan to address those needs should be outlined after addressing the remedial activity.
  - iv. Identification of a timeframe for each and all remedial activity that meets the expected completion of remediation, e.g., 2 - 3 weeks. (Exhibit B)
  - v. Securement of signature and date on the original remediation contract.
- 5. The Clinical Faculty and Simulation Lab Instructor should communicate at least weekly to discuss: the observations made from remedial activity and clinical performance; assessment of progress; evaluation of effectiveness of plan and any need for revision; and, whether the remediation is expected to be completed in the designated timeframe or if there is need to extend the time.
- 6. *In the event Clinical Faculty identifies additional deficiencies and/or unsafe behavior that were not on the current remediation contract, a new remediation contract must be initiated to address the new issues with the process of remedial activity carried out per the policy as a separate remediation.*
- 7. The Clinical Faculty should communicate weekly with the student, discussing progress in meeting the course learning outcomes and clinical performance:
  - a. If the student has completed the remedial activity and meets course learning outcomes in a safe manner, the remediation is deemed successfully completed.
  - b. If there is progress that supports a decision to extend the remediation, the Clinical Faculty documents an amendment and sends an email to the student and copied to the Simulation Lab Instructor that includes the date of the discussion, the reason for the extension, continuance of current activity or identification of additional activity, and expected date for completion.
  - c. If there is little to no progress with deficiencies that demonstrate failure to meet course learning outcomes or the student is deemed unsafe without supervision, the remediation is terminated as unsuccessful and the student should be informed of course failure.
- 8. The Clinical Faculty must record all remedial activity in the Clinical Evaluation Tool (CET) by recording the need, reason, and outcome of remediation.
- 9. The Simulation Lab Instructor summarizes faculty and student interactions as well as student meetings, observations and performance of remedial activity in a standard format outlined by the Remediation Summary Report (Exhibit C).
- 10. Upon completion of a successful or unsuccessful remediation, the original signed and dated *Clinical Remediation Contract* is finalized by either the Simulation Lab Instructor or Clinical Faculty by recording in the Remediation Summary box: the outcome of success or unsuccessfulness, further recommendations, signature and date.

11. The original *Clinical Remediation Contract*, Remediation Summary Report by the Simulation Lab Instructor, and any worksheets or papers submitted by the student are given to Nursing Program staff to file in the student's file.

#### Exhibits:

Exhibit A, Clinical Remediation Contract: Template

Exhibit B, Root Cause Analysis for Clinical Remediation Form

Exhibit C, Clinical Remediation Summary Report Template

#### References

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## CSU CHANNEL ISLANDS' Nursing Program

### Clinical Remediation Contract

Student Name: \_\_\_\_\_ Instructor: \_\_\_\_\_

Course Number: \_\_\_\_\_ Date: \_\_\_\_\_

Deficiency in course learning outcomes have been identified by the Clinical Instructor. The strategies recommended in the Clinical Remediation contract are designed to support the student's success in meeting clinical course learning outcomes in mastery of current or previous courses.

#### **The Clinical Instructor has initiated the remediation as follows (check as applies):**

- ☐ Discussed the deficiencies with the student, including expected timeframe for improvement, e.g., 2 – 3 weeks.
- ☐ Contacted via phone or email the Simulation Lab Instructor within 24 hours \_\_\_\_\_ (date).
- ☐ Informed the student to contact the Simulation Lab Instructor within 48 hours \_\_\_\_\_ (date) to arrange a meeting within 5 business days \_\_\_\_\_ (date).
- ☐ Completed the Clinical Remediation Contract within 48 hours and sent via email or hand delivered to the student and Simulation Lab Instructor \_\_\_\_\_ (date).

#### **Reason(s) for the Clinical Remediation Contract:**

Clinical Instructor: Please refer to the course syllabus for a complete list of course learning outcomes. List each course learning outcome affected by deficiency or unsafe behavior and provide a brief detailed description of the observed behavior demonstrating deficiencies or unsafe behavior.

## Course Learning Outcomes Not Being Met by the Student

### 1. Course Learning Outcome:

Instructor Comments:

### Strategies & Expected Outcomes of Recommendations:

Based on the identified weaknesses as outlined above and documented on course syllabus and CET, **remediation is strongly recommended** in order for the student to successfully meet the course learning outcomes. The goal of this remediation contract is to support the student's ability to meet the course learning outcomes, and to improve student performance. The student must demonstrate ability to meet the above course learning objective(s) and demonstrate safe performance by completing the following recommended activities satisfactorily:

1. Remedial Activity:
2. Remedial Activity:

The student must successfully complete the remedial activities and demonstrate ability to meet the learning objective(s) in a safe manner in:

- ☐ 1 week by \_\_\_\_\_ (date)
- ☐ 2 – 3 weeks by \_\_\_\_\_ (date)
- ☐ \_\_\_\_ weeks by \_\_\_\_\_ (date)

---

Instructor's Name      and      Signature      Date

---

Student's Name

and

Signature

Date

---

Simulation Lab Instructor

Signature

Date

---

Other: Name, Title

Signature

Date

<b>Remediation Summary</b>	
<input type="checkbox"/> Successful	<input type="checkbox"/> Unsuccessful in area(s) of
<input type="checkbox"/> Further Recommendations:	
Signature:	Date:

### Root Cause Analysis for Clinical Remediation

REASON FOR REFERRAL:			
ROOT CAUSE	√	STUDENT ASSESSMENT	COMMENTS
<b>ANXIETY</b>			
Panicked			
Scared			
Tired			
Other			
<b>ENVIRONMENT</b>			
Barriers			
Disruption in flow			
Unfamiliarity			
other			
<b>KNOWLEDGE</b>			
Content unknown			
Lack of preparation			
Unclear expectations			
Other			
<b>SKILL</b>			
Lack of preparation			
New, first time			
Has done < 5 times			
Practice not same as p/p, lab			
<b>SUPPORT</b>			
Lack of availability			
Lack of communication			
Unclear expectations			
Other			

cn:2011

Remediation of \_\_\_\_\_ (student name) for NRS \_\_\_\_\_ (course #)

Date	Comments
	<u>Reason for Referral:</u>
	<u>Appointment with student to conduct root cause analysis and explore plan of activities:</u>
	<u>Remediation termination status:</u>

Simulation Lab Instructor

\_\_\_\_\_

Date \_\_\_\_\_

CALIFORNIA State University Channel Islands  
Nursing Program Policies

Originating Author: Student Affairs  
Policy Number: CC0112016  
Approved By: Faculty  
Approval Date: 12.19.2016  
Effective Date: 1.1.2017  
Number of Pages: 2  
Next Review Date: 12.2018

**Policy Compliance with BRN Regulations for Awarding Credit for Previous Education  
or Other Acquired Knowledge including Military Education and Experiences**

**PURPOSE:** *Goals and objectives of the policy.*

Goal of the policy is to provide a mechanism for awarding academic credit for previous education or other acquired knowledge.

**BACKGROUND:** *Context for the policy provisions i.e. BRN regulations, Chancellor's Office, Accreditation*

Purpose of the policy is to comply with California SB 466 and California Board of Registered Nursing regulation awarding credit for previous education. The policy was adopted from a draft example developed for CSU Nursing programs December 2016.

**POLICY:**

*Accountability Management accountability for policy compliance, implement and monitoring (committee or personnel)*

The responsibility and accountability for this policy's compliance, implementation and monitoring lie with the Nursing Program Chair or designee with policy oversight by Curriculum Committee.

*Applicability: Specific individuals or groups to which this applies*

This policy applies to all BSN students both track I and II including those who are serving or who have served in the United States Armed Forces.

*Definition(s) Define unfamiliar terms as needed*



Policy Text: *Statement of the policy including an outline of the requirements and responsibilities to accomplish the purpose of the policy*

CSU Channel Islands complies with California Board of Registered Nursing regulations as follows:

1. The Prelicensure Student Handbook shall include a section referring to Executive Order 1036 policy Systemwide Admission Eligibility and/or Baccalaureate Credit Awarded for External Examinations, Experiential Learning, and Instruction in Non-Collegiate Settings (<https://csyou.calstate.edu/Divisions-Orgs/AcademicOrganizations/academicsenate/Plenary-Resolutions/2890attach.pdf>) as the mechanism for awarding course credit for previous education or other acquired knowledge, including military education and experience. The Students handbook should note that this policy applies to all students, including those who have served or are serving in the United States Armed Forces.
2. The campus nursing webpage listing information on its pre-licensure program shall provide a link identified as “Information on the awarding of course credit for previous education or other acquired knowledge, including military education and experience” that directs to the pre-licensure student handbook (or has a PDF of the policy and procedures) that outlines program procedures related to this policy.
3. A form outlining the procedures will be provided and kept as a record in the student’s file. The procedural section shall include the following key elements:
  - 3.1 A beginning and ending timeline for notification by the student to the undergraduate nursing program director or designee of request to seek credit for coursework and presentation of materials, documents and evidence for consideration for a specific course(s). The student must adhere to this timeline for consideration in order that necessary clearance may be granted.
  - 3.2 A timeline for review of student materials, documents and evidence by the appropriate faculty or faculty group and notification to the applicant of the decision to award or not award credit or the need to request a challenge examination for the CSU Nursing course to determine proficiency of knowledge and or skills.
  - 3.3 Identification of any meetings that must take place between faculty and student.

The student's individual program planner reflects adjustments made with the awarding of credit by external examination or the process through which evaluation of learning, knowledge, or skills acquired through experience was granted

Exhibits: *Optional forms, illustrations, references*

CSU Channel Islands Documentation Form Procedures for awarding of Credit for Previous Education or Acquired Knowledge, Including Military Education and Experience.

CSU Channel Islands Documentation Form

**Procedures for awarding of Credit for Previous Education or Other Acquired Knowledge,  
Including Military Education and Experience**

1. Matriculated student notifies Chair of Nursing or designee within 4 weeks of acceptance into the pre-licensure program of his/her request to seek course credit for previous education or other acquired knowledge, including military education and experience and specifies course(s).

☐ Yes ☐ No

Faculty Signature and Date \_\_\_\_\_

2. Student provides materials, documents, and evidence for consideration for a specified course(s) within 6 weeks of acceptance into the program

☐ Yes ☐ No

Faculty Signature and Date \_\_\_\_\_

3. The student adheres to the timelines noted in 1 and 2 above for consideration of request.

☐ Yes ☐ No (if no, the request is denied and the student is notified)

4. Student meets with undergraduate nursing advisor or designee as requested.

☐ Yes ☐ No

Faculty Signature and Date \_\_\_\_\_

5. The appropriate faculty or faculty members designated by the Chair of Nursing or designee reviews the materials, documents and evidence and within 3 weeks of receipt of materials to the department and makes the following determination

☐ Awards course credit (Attach documentation to this form and place in student file)

☐ Cannot award course credit based on lack of appropriate or adequate documentation

(Comment below with rationale for denial of the request) Comments:

Faculty Signature and Date \_\_\_\_\_

6. Student is notified by the Chair of Nursing or designee of the decision within 4 weeks of receipt of materials, documents or evidence. If a "cannot award credit" decision is made, the letter of notification will indicate the rationale behind the decision. The student will be told that he/she can request a challenge course by exam and follow that CSU policy.

☐ Yes ☐ No

Faculty Signature and Date \_\_\_\_\_

CALIFORNIA State University Channel Islands  
Nursing Program Policies

Originating Author: Curriculum Committee

Policy Number: CC0122017

Approved By: Faculty

Approval Date: 4.21.2017

Effective Date: 8.28.2017

Number of Pages: 2

Next Review Date: 4.21.2018

### Pass Fail Grading Scale Policy

**PURPOSE:** *Goals and objectives of the policy.*

The goal is to state the percentage for passing a class when the class is listed as a pass fail grade.

**BACKGROUND:** *Context for the policy provisions i.e. BRN regulations, Chancellor's Office, Accreditation*

⟨TEXT⟩

The policy was initiated in 2012 when the program went from letter grade to pass fail for clinical courses.

**POLICY:**

*Accountability Management accountability for policy compliance, implement and monitoring (committee or personnel)*

The curriculum Committee is responsible for implementing and monitoring the policy implementation.

*Applicability: Specific individuals or groups to which this applies*

The pass fail grading scale refers to the following courses: NRS 201 NRS 221, NRS 223, NRS 231, NRS 233, NRS 241, NRS 391, NRS 401, NRS 421, NRS 453, and NRS 461.

Definition(s) *Define unfamiliar terms as needed*

Policy Text: *Statement of the policy including an outline of the requirements and responsibilities to accomplish the purpose of the policy*

Students in Pass/Fail clinical courses will have course assignments graded in % with 76%, the adopted program pass rate.

Areas of each category of assignments such as Clinical Evaluation Tool (CET), Care Planning and simulations must be met with a 76% criterion

- The CET shall comprise 60% of the course and all other assignments will total 40%.
- The student must have an overall rating equivalent to or greater than 76% and pass all critical criteria as identified on the CET to pass the course.

Grades for the course are assigned as follows:

Credit: CET (60% of course grade) evaluated as Credit/No Credit and all remaining evaluated portions (40%) combined with CET resulting in a total course score of 76% or greater.

No Credit: Fail (No Credit) on CET and/or total course scores less than 76%.

If a student is failing in a clinical course at any time in the semester with a grade less than Pass/Credit 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.

Exhibits: *Optional forms, illustrations, references*

CALIFORNIA State University Channel Islands  
Nursing Program Policies

Policy Number: CC0132016  
Proposed by: Curriculum Committee  
Approved By: Faculty  
Approval Date: 12.2016  
Effective Date: 1.2017  
Number of Pages: 3  
Next Review Date: 12.2018

**Preceptor-based Clinical Laboratories for  
Community Health Nursing (NRS 453) and Nursing Leadership (NRS 461)**

**PURPOSE:** *Goals and objectives of the policy.*

To coordinate the placements and ensuring the standards for clinical placements for preceptor-based clinical laboratories for Community Health Nursing (NRS 453) and Clinical Leadership (NRS 461)

**BACKGROUND:** *Context for the policy provisions i.e. BRN regulations, Chancellor's Office, Accreditation*

These courses generally run concurrently with each other in the fall and spring semesters requiring placements as well as course content activities to be coordinated. Further, these courses are self-directed and non-patient care courses where students are under the direct supervision of their qualified preceptor.

**POLICY:**

Accountability Management accountability for policy compliance, implement and monitoring (committee or personnel)

It is the policy of CSU Channel Islands Nursing Program to ensure compliance with established accreditation standards when selecting preceptors and when placing students in preceptor-based clinicals.

**Applicability:** *Specific individuals or groups to which this applies*

All Clinical Community Health Nursing and Nursing Leadership and Professional Issues (NRS 461)

Definition(s): *Define unfamiliar terms as needed*

A clinical preceptor is a health care provider qualified by education, licensure and clinical competence in a nurse practitioner category and who provides direct supervision of the clinical practice experiences for a nurse practitioner student. <http://www.rn.ca.gov/pdfs/regulations/proplang1480-1486.pdf>

Policy Text: *Statement of the policy including an outline of the requirements and responsibilities to accomplish the purpose of the policy*

Faculty will consult CSUCI Nursing Program Administrative Support as to the current contractual status of a facility. The criteria will proceed when there is a current/valid agreement between the facility and CSUCI. If there is not a valid contract with the facility, students will not be placed in that setting.

Criteria for Selection of Preceptors for NRS 453 Community Health:

- BSN level or higher working in a community health setting, such as public health, school health, home health, hospice, occupational health, epidemiological settings, correctional health, multispecialty community health clinics, etc
- Preceptors must be willing to devote time to the students and provide opportunities to enrich community health nurses experiences
- Preceptor must have a minimum of one year in a community health nursing setting

Criteria for Selection of Preceptors for NRS 461 Leadership:

- BSN level of education or higher plus a leadership position, such as, Clinical Nurse Educator, Nursing Manager, Nursing Director, Nurse Supervisor, Nursing faculty, Program Coordinator (i.e. infection control, wound care, quality, palliative care, etc)
- Preceptors must be willing to devote time to the students and have a leadership project that the student can complete during the semester
- Preceptor must have a minimum of two years as a leader

Criteria for Preceptor Orientation for NRS 453 and 461

- Instructors meet with new preceptors before or during the first week of the semester to:
  - ✓ Discuss the roles and responsibilities for the preceptors, students and faculty (see documentation forms)
  - ✓ Establish whether the preceptor module has been completed or needs to be completed
  - ✓ To request the Preceptors' CV/Resume if not already on file
  - ✓ To discuss course objectives, course assignments and to answer questions

- ✓ To plan in the event the assigned preceptor may be absent then to designate either a equivalent preceptor for the day or to assign provisions of the assignment
- Existing preceptors will receive summary of the course outline or the complete course outline describing the learning objectives, assignments and other essential components
- Preceptor will provide the following required information on the Student-Preceptor Information and Agreement Record
  - ✓ Active clear RN license number and expiration date issued by the BRN
  - ✓ Special Certifications
  - ✓ Years of experience in this setting or specialty
  - ✓ Current CV/resume provided
  - ✓ Contact information

### **Criteria for placement of students:**

Faculty from both NRS 453 and NRS 461 will meet at the beginning and near the end of the planning of student clinical placements to coordinate the student, day of the week and other clinical placement details. In the event, a clinical site is identified for a dual placement (one student enrolled in both NRS 453 & NRS 461 Sections) with one preceptor, both course instructors will work together to select the right student for the pilot placement. Once the clinical site commits to the pilot placement, both instructors will facilitate the logistics in order to preserve the placement and ensure the student success. Once arranged with an agency, placements will not be changed in order to maintain integrity of the dual placement. To the degree possible, student placements are also made considering the student's home city location and in the case of NRS 461, their place of employment if in a setting of their potential employer. Student's area of interest will not be guaranteed in either of these two preceptor-based clinicals.

### **Contact with Faculty:**

1. Faculty will provide telephone and email contact information to preceptor and student
2. Faculty will be available by phone on any scheduled clinical day
3. Should faculty not be available, provisions for backup shall be made
4. Students will be instructed to notify faculty within 24 hours, if possible, should a change of clinical day be necessary so faculty coverage can be maintained
5. Preceptors can contact the faculty at any time outside their scheduled clinical days
6. Faculty will meet with the student within the first month of the beginning of the semester and as needed during scheduled office hours.

### **Records and Evaluation:**

1. Midterm and Final Clinical Evaluation Tools (CET) will be completed by the student and faculty as described in the respective course outlines.

2. Preceptor evaluations will serve to augment the CET and will not be used solely to render the pass-fail grade for a student
3. Students will complete the clinical site evaluation form which are reviewed by faculty regarding future placements as well as the clinical sites as appropriate
4. Preceptor CV/resume and the Student Information and Agreement form will be kept together in the Preceptor Handbook in the nursing office

(See Faculty to Student Ratio Policy)

Exhibits: *Optional forms, illustrations, references*

- 1.) Preceptor, Student and Faculty Roles
- 2.) Student Preceptor Information and Agreement (revised 11/2016)
- 3.) Student Evaluation of clinical site (revised 11/2016)



## **California State University Channel Islands**

### **Nursing Leadership and Professional Issues: Clinical Laboratory NRS 461**

## **Preceptor, Student and Faculty Roles Defined**

### **Preceptor Role:**

A preceptor is an individual who acts in the role of an advisor or teacher in order to facilitate the learning of specified criteria and objectives for another individual. These specified learning activities and objectives are set forth and defined by the faculty of CSU Channel Islands. Evaluation of the objectives is to be a joint effort between student, faculty and preceptor with final decisions being made by faculty members.

### **Preceptor Qualifications:**

1. Active California RN license
2. Preceptor must have a Bachelor's Degree or higher and submit their CV
3. The RN has been employed at the agency in a leadership role for at least two years.
4. Expertise in area of practice
5. Interest and commitment to act as a preceptor
6. Act as a positive role model

### **Preceptor Responsibilities:**

1. Orient and assist in assimilating the student into clinical facility
2. Maintain effective communication with faculty and student
3. Coordinate student's learning activities
4. Act as a resource
5. Role model the necessity of standardization and adherence to agency policy and procedures
6. Review and assist student with clinical syllabus objectives to determine if course objectives are being met
7. Participate in collaborative evaluation with the student and faculty
8. Complete the Preceptor Module and complete the post module evaluation or provide experience as preceptor.

## **Student Role:**

The student will be a senior in the Baccalaureate Nursing Program at CSU Channel Islands.

## **Student Responsibilities**

1. Attend scheduled clinical time at agency.
2. Apply knowledge from previous and current courses to demonstrate leadership qualities that will ultimately impact the provision of safe/quality nursing care.
3. Seek direct and indirect supervision as needed from preceptor and faculty.
4. Function within RN Scope of Practice and Agency policies and procedures.\*
5. Actively seek clinical experiences to facilitate learning.
6. Evaluate experience, mentor, and clinical agencies.

\*Students may not participate in any activity they have not received both didactic and skill lab experience. This clinical is a NON-Patient care clinical. If there is any patient interaction, it will be of an observational or interview basis.

## **Faculty Role:**

Faculty acts as a resource to enhance learning objectives, activities, and evaluates specific course requirements.

## **Faculty Responsibilities**

1. Verify currency of student health clearance, malpractice insurance, driver's license, automobile insurance and AHA BLS CPR for Healthcare Providers.
2. Orientation Plan:
  - a. Provide preceptor with faculty contact information for ongoing dialog of student progress
  - b. Preceptorship Clinical Course General Information
  - c. Clinical Objectives

3. Provide the student with a general orientation to the Preceptor course prior to the student's first day in assigned agency.
4. Be available to preceptor for collaboration regarding student performance.
5. Monitor/evaluate student performance throughout clinical rotation.
6. Provide on-going feedback to the student regarding strengths and areas for professional growth.
7. Conduct evaluation of student performance at completion of course.

**California State University Channel Islands Nursing Program**  
**Nursing Leadership and Professional Issues: Clinical Laboratory NRS 461**  
**Student - Preceptor Information and Agreement Record - 2016**

**Student's Name** \_\_\_\_\_

Contact numbers: home: \_\_\_\_\_ cell: \_\_\_\_\_

Clinical Instructor's Name \_\_\_\_\_ cell: \_\_\_\_\_

**\* Preceptor's Name and Title:** \_\_\_\_\_

e-mail \_\_\_\_\_ cell \_\_\_\_\_

\*RN License# \_\_\_\_\_ \*Expiration date \_\_\_\_\_

\*Education (identify year of graduation): \_\_\_\_\_ BS or BSN \_\_\_\_\_ Masters \_\_\_\_\_ Other \_\_\_\_\_

\*Years of hospital employment \_\_\_\_\_

Special Certifications: \_\_\_\_\_

Name of Agency \_\_\_\_\_

Address \_\_\_\_\_

Floor or Unit or Program \_\_\_\_\_ Unit Phone # \_\_\_\_\_

**Agreement to serve as a preceptor for CSU Channel Islands senior level nursing student:**

\_\_\_\_\_ I have read and understand the Clinical Objectives, and the Roles and Responsibilities for the Preceptor, Student, and Clinical Faculty.

\_\_\_\_\_ I obtained instructions to complete Preceptor Training Modules available electronically OR provided documentation of my prior preceptor training \_\_\_\_\_ (Initial) OR am qualified to teach Preceptor Training \_\_\_\_\_ (initial). **\*Date of previous Preceptor Training:** \_\_\_\_\_

\_\_\_\_\_ I will provide data required for completion of this Student Preceptor Information and Agreement Record and for required Student evaluation

\_\_\_\_\_ I have worked as a nursing leader this agency for a minimum of two years and have provided my \*Curriculum Vitae (CV) to Faculty.

*\* Required by the California Board of Registered Nursing*

I agree to serve as a preceptor for \_\_\_\_\_ (name of student) enrolled  
in NRS 461, during the Fall 2016 Semester.

**Preceptor signature and date:** \_\_\_\_\_

Print Name \_\_\_\_\_

**Student signature and date:** \_\_\_\_\_

Print Name \_\_\_\_\_

**Faculty signature and date:** \_\_\_\_\_

Print Name: \_\_\_\_\_

CSU Channel Islands  
Department of Nursing

## Evaluation of Nursing Leadership Clinical settings

Student Name: \_\_\_\_\_ Semester: Fall 2012\_\_\_\_\_

Name of agency:\_\_\_\_\_ Preceptor: \_\_\_\_\_

Course Number & Title:\_\_\_\_\_ Faculty:\_\_\_\_\_

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Directions: Circle your numerical response after each statement

Rating Scale: 4 = most often    3 = sometimes    2 = never    1 = not applicable

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Does the site maintain up-to-date, policies and procedures that direct staff accordingly? | 4 | 3 | 2 | 1 |
| 2. Are leadership students permitted access to information or resources to help in learning? | 4 | 3 | 2 | 1 |
| 3. Are students permitted access to data for problem solving resolutions?                    | 4 | 3 | 2 | 1 |
| 4. Are students permitted to discuss their ideas or recommendations for changes?             | 4 | 3 | 2 | 1 |
| 5. Are students permitted to initiate change to meet the needs of the site?                  | 4 | 3 | 2 | 1 |
| 6. Does the site have nurse role models who demonstrate accountability?                      | 4 | 3 | 2 | 1 |
| 7. Is the staff receptive to the learning needs of the students?                             | 4 | 3 | 2 | 1 |
| 8. Does the site permit students to engage in self-directed learning activities?             | 4 | 3 | 2 | 1 |
| 9. Does the site demonstrate application of evidence based practice?                         | 4 | 3 | 2 | 1 |

Strengths:

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Obstacles:

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CALIFORNIA State University Channel Islands  
Nursing Program Policies

Policy Number: CC0142017  
Proposed by: Curriculum Committee  
Approved By: Curriculum Committee  
Approval Date: 4.20.18  
Effective Date: Fall 2018  
Number of Pages: 2  
Next Review Date: Fall 2020

**Policy on ATI Benchmarking of Course Outcomes for Program Improvement**

**PURPOSE:** *Goals and objectives of the policy.*

The objective of this policy is to guide faculty and the Curriculum Committee in the evaluation of individual course content mastery. The interpretation of Assessment Technology Institute (ATI) Group Performance Profile is used to assist in planning for program quality improvement.

**BACKGROUND:** *Context for the policy provisions i.e. BRN regulations, Chancellor's Office, Accreditation*

The Commission on Collegiate Nursing Education CCNE Accreditation standards mandate quality improvement as a part of total program evaluation. Data from ATI proctored assessments throughout the program should guide the process of program improvement.

**POLICY:**

*Accountability Management accountability for policy compliance, implement and monitoring (committee or personnel)*

The Nursing Curriculum Committee and the individual course faculty are responsible for the implementation and monitoring for program compliance.

**Applicability:** *Specific individuals or groups to which this applies*

This policy applies to all Track I students and course instructors.

Policy Text: *Statement of the policy including an outline of the requirements and responsibilities to accomplish the purpose of the policy*

To accomplish the evaluation of the effectiveness of the students in comparison to a national average on a standardized exam, an institutional benchmark is established to evaluate group performance in the major content areas. A benchmark of 80% of students meeting level 2 or 3 is the established benchmarks for the CSU Channel Islands Nursing Program; The evaluation process for the ATI assessments is outlined as follows:

- Faculty analyze the results of the proctored exam in their course by identifying group performance levels of less than 80% of students meeting level 2 or 3 and provide a report to the Program Chair by the end of the semester after the exam using the ATI Benchmark Report (Exhibit A).
  - The report from faculty should identify the course in which the exam was given; name of the ATI proctored assessment; date of assessment; % of students who attained less than level 2 or 3; and, address each topic content mastery of less than 50% with a recommended plan for curriculum development (Exhibit B).
- The report is reviewed by the Curriculum Committee the semester after the exam to track trending data, guide implementation for program improvement, and monitor program improvement.

Matrix of ATI Proctored Assessment Benchmark Review

ATI Proctored Assessment	Course or Timeframe	Faculty Submit	Curriculum Committee	
			Fall	Spring
Critical Thinking	NRS 304 Pharmacology II	<ul style="list-style-type: none"> <li>• Cam Spring</li> <li>• Goleta Fall</li> </ul>	C	G
Fundamentals	NRS 200 Introduction to Prof Practice	<ul style="list-style-type: none"> <li>• Cam Fall</li> <li>• Goleta Spring</li> </ul>	G	C
Nutrition	NRS 222 Nursing Care of Adults with Acute & Chronic Illness	<ul style="list-style-type: none"> <li>• Cam Fall</li> <li>• Goleta Spring</li> </ul>	G	C
Pharmacology	NRS 304 Pharmacology II	<ul style="list-style-type: none"> <li>• Cam Spring</li> <li>• Goleta Fall</li> </ul>	C	G

Mental Health	NRS 240 Psychiatric & Mental Health	Cam and Goleta Summer	C, G	
Maternal Newborn	NRS 230 Nursing Care of Women, Infants & Children	<ul style="list-style-type: none"> <li>• Cam Spring</li> <li>• Goleta Fall</li> </ul>	C	G
Nursing Care of Children	NRS 232 Nursing Care of Children & Families	Cam and Goleta Summer	C, G	
Adult Medical Surgical	NRS 420 Nursing Care of the Complex Client	<ul style="list-style-type: none"> <li>• Cam Spring</li> <li>• Goleta Fall</li> </ul>	C	G
Community Health	NRS 452 Community Health	<ul style="list-style-type: none"> <li>• Cam Fall</li> <li>• Goleta Spring</li> </ul>	G	C
Leadership	NRS 460 Leadership & Professional Issue	<ul style="list-style-type: none"> <li>• Cam Fall</li> <li>• Goleta Spring</li> </ul>	G	C
Comprehensive Predictor	NRS 420 Nursing Care of the Complex Client – Designated Date of Final Exam	<ul style="list-style-type: none"> <li>• Cam Spring</li> <li>• Goleta Fall</li> </ul>	C	G
Critical Thinking	NRS 452 Community Health – Designated Date of Final Exam	<ul style="list-style-type: none"> <li>• Cam Fall</li> <li>• Goleta Spring</li> </ul>	G	C
		Total	14	10

C = Camarillo; G = Goleta

### *Exhibits*

Exhibit A: ATI Benchmark Report: ATI Resources – Assessments & Focused Review: RN Assessment Information found at <https://www.atitesting.com/Home.aspx>; Previous course benchmark reports available in the Nursing Office

Exhibit B: ATI Proctored Assessment Benchmark Report & Plan of Action Template; see below



## CSU CHANNEL ISLANDS' NURSING PROGRAM

### ATI BENCHMARKING OF COURSE OUTCOMES FOR PROGRAM IMPROVEMENT:

#### ATI PROCTORED ASSESSMENT BENCHMARK REPORT & PLAN OF ACTION

Course No.	Course Name:	
Date of Assessment:	Title of Proctored Assessment:	
<b>Results</b>		
	Number of Students	Percentage of Students
Level 1		
Level 2		
Level 3		
Total		
<b>Improvement Plan</b>		
<p>An improvement plan should be completed and submitted to the Program Chair by the end of the semester if <math>\geq 20\%</math> of students scored Level 1 by identifying topic content mastery of less than 50% and a recommended plan of action for improvement. If Level 1 is <math>&lt; 20\%</math>, mark n/a.</p>		
Topic Content Mastery $< 50\%$	Proposed Plan for Improvement	

Name/Date of Faculty:	
<input type="checkbox"/> Nursing Program Chair Review	
<input type="checkbox"/> Curriculum Committee Review	

CALIFORNIA State University Channel Islands  
Nursing Program Policies

Originating Author: Student Affairs committee

Policy Number: SA0012016

Approved By: Faculty

Approval Date: 2.19.2016

Effective Date: 6.1.2016

Number of Pages: 5

Next Review Date: 1.1.2019

**Policy and Procedure for Nursing Program Application and Admissions  
Processing**

**POLICY:**

*Accountability Management accountability for policy compliance, implement and monitoring (committee or personnel)*

The compliance of this policy lies with nursing faculty and University Admissions.

**PURPOSE:** *Goals and objectives of the policy.*

It is the Policy of the Nursing Program to follow and implement the University Policy on Nursing Program Admissions to administer and process admissions for Track I nursing students.

**BACKGROUND:**

California State University Office of the Chancellor's Coded Memo: AA-2015-21

Executive Order No. 563

**Applicability:** *Specific individuals or groups to which this applies*

All undergraduate and postbaccalaureate applicants and pre-nursing students applying for admissions into the Track I Nursing Program at the Camarillo and Santa Barbara Campus.

## DEFINITION (S):

*Impaction* – defined as when significantly more CSU eligible applicants and currently enrolled students seeking to change major are likely to request access during the filing period than can be accommodated.

*Undergraduate*-Any student who has yet to obtain a Bachelor's Degree

*Postbaccalaureate* – any student who possesses a Bachelor's Degree and is seeking a Second Bachelor's Degree.

*Pre Nursing*- indicated major that is a prerequisite to the official major designation of nursing.

*Track I* - nursing student: nursing student without a previous nursing degree.

## *Policy Text:*

### **Process:**

Supplemental Admission Criteria and statistics on previous year's admission is annually reviewed and approved by the nursing program and the CSU Chancellor's Office.

Admission to the Nursing Program is determined by the Nursing Department.

### ***Procedure for Applications***

1. Nursing applicants must submit an application to CSU Channel Islands as well as the Nursing program
2. Non-matriculated nursing applicants applying for the main campus may only apply to CSU Channel Islands October 1<sup>st</sup>- November 30<sup>th</sup> in the year prior to fall entrance.
3. Non-matriculated applicants submit an application to CSU Channel Islands via <https://www2.calstate.edu/apply>
4. Applicants declare pre-nursing as their major
  - a. Freshmen applicants can apply to nursing program no earlier than the 2<sup>nd</sup> semester of their freshmen year
  - b. Transfer applicants may elect to apply at term of entrance or after becoming a matriculated students
  - c. Applicants may be declared in a pre-nursing major for up to 2 years (or 4 semesters).
5. Nursing program applications are accepted December 1<sup>st</sup>- February 28 (or the 29<sup>th</sup> for Leap Year) in the year of fall entrance for the Camarillo Campus program
6. Nursing program applications and University applications are accepted August 1-31 in the year prior to a spring entrance for the Santa Barbara Campus.
7. Applications are accepted to the Camarillo campus only for the fall term.
8. Applicants are accepted to the Santa Barbara campus only for the spring term.

9. Application to the University and nursing program are only good for the term to which an applicant is applying.
10. Nursing students applying for the Santa Barbara campus apply to CSU Channel Islands August 1-31<sup>st</sup> at the same time as they apply for admissions to University at CSU <https://www2.calstate.edu/apply> and select the BS at Cottage Health System nursing program major.
11. All applicants who wish to apply to the nursing program must complete the online nursing application that is available on the nursing program website known as the nursing portal.
12. All applicants must submit, during the application period, evidence of documentation for points (i.e. residency forms, transcripts, College Level Examination Program (CLEP) scores or work experience. This creates the student file.
13. Application documents (Except the Test of Essential Academic Skills (TEAS) Scores which are submitted electronically to the nursing program) are mailed to the following address for the main campus applications:  
CSU Channel Islands  
Nursing Program  
Manzanita Hall 1201  
One University Drive  
Camarillo, CA 93012
14. Application documents (Except the Test of Essential Academic Skills (TEAS) Scores which are submitted electronically to the nursing program) are mailed to the following address for Santa Barbara campus applicants  
CI at Cottage Health System Nursing Program  
5383 Hollister Avenue. Suite 220  
Goleta, CA 93111

An additional set of transcripts are mailed to the Camarillo campus:

- CSU Channel Islands  
Admissions and Recruitment  
One University Drive  
Camarillo, CA 93012
15. Only applications with both online and supporting hard copy documents completed by February 29<sup>th</sup> or August 31<sup>st</sup> will be reviewed.
16. Completed files are reviewed and the supporting documents and information in the nursing application portal is validated by nursing office staff.
17. Only applicants with an initial application score of 25 and above, before validation, are reviewed.
  - a. Historical data has shown that, students with a score of less than 25 have not been offered admission to the Nursing program.
18. To ensure consistency in application processing, the chair of the department or his /her designee and the university admissions department will audit 10% of the program's total applications, as chosen by random selection to assure that policies of point's designation and the calculations for points in the nursing portal are being consistently applied.
  - a. Audit will consist of a review of information in the nursing application portal with admissions will calculate grade point average and verify unit totals.

***Procedure for Notification of Admission:***

1. The Admissions department will provide a query to the nursing program that indicates the list of pre-nursing applicants and their University admission status.
  - a. Admission department aims to have all University admission decisions completed by the end of April for the Camarillo campus and September 15 for Santa Barbara Campus
  - b. Nursing department will be able to utilize this query prior to making nursing program admission decisions.
2. Nursing will review and evaluate nursing program applicants no later than the third week in March for the main campus and third week in September for the Santa Barbara Campus.
3. A spreadsheet listing applicant's names and points will be produced indicating rank order of points from highest to lowest.
4. The program chair reviews the applicants and the names of the top 44 applicants plus 15 alternates for the Camarillo campus and 22 applicants plus 10 alternates for the Santa Barbara Campus
5. This list of applicants is sent to admissions to assure the students have applied to the university and is admissible to the University.
6. Once admissions validates the admission status of the applicant, a letter stating either an admitted or alternate status or denial status is sent via email from the chair of the nursing program.
7. Applicants who have courses in progress during the spring term, for the Camarillo campus, or fall, for the Santa Barbara campus, are given a conditional admission letter.
8. The condition of program admission is successful completion of the in-progress courses with a grade of B or better.
9. Final official transcripts with official grades posted are due in June for Camarillo campus and January 5 for Santa Barbara campus.
10. A full admission letter from the nursing program chair is sent via email to the conditionally admitted student after verification of official transcripts.
11. Students who receive notification of nursing offers are given three weeks to accept a seat in the program.
  - a. Students who are admitted can either accept or decline the offer.
  - b. Students, who are offered an admission as an alternate candidate, can accept or decline the offer as an alternate.
12. Students are selected from the alternates in order of points received as soon as a denial of acceptance is received.
13. In the case of alternates having equal supplemental points admissions decisions will be made using the following priorities, in the following order:
  1. Military/Veterans
  2. Current Channel Islands students
  3. Second language proficiency with validated Spanish proficiency
14. Denial to the nursing program may not be appealed.

**Resources posted on the Nursing Website:**

1. The approved supplemental criteria (Exhibit A) are posted on the nursing website at [www.csuci.nursing](http://www.csuci.nursing).
2. Included on the form are the year and the points attributed to each category.

3. Information on the website also includes is the table of the nursing prerequisite for students who transfer from the feeder schools of Moorpark, Ventura, Oxnard, Santa Barbara City and College of the Canyons (Exhibit B).
4. Directions on the two step admission process for nursing and an application checklist are also included. (Exhibit C)

### Record Storage

1. Record of students admitted and accepted, denied and students moved from the alternate list will be kept for 3 years.
2. Completed application from students who were not admitted will be saved in a locked cabinet for one year. However, they are not used for future considerations.
3. Application information for admitted students is a part of the student file and kept for three years.

### Exhibits

Exhibit A: Approved Supplemental Criteria: [www.csuci.nursing](http://www.csuci.nursing).

Exhibit B: Prerequisite Transfer Table: <http://web2.assist.org/web-assist/prompt.do?ia=CSUCI&ay=17-18>.

Exhibit C: Directions on two step admission process: <https://nursing.csuci.edu/how-to-apply/index.htm>.

CALIFORNIA State University Channel Islands  
Nursing Program Policies

Originating Author: Student Affairs committee

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Approved By: Faculty

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**Policy on HIPAA Privacy Rule Training for Students**

**PURPOSE:** *Goals and objectives of the policy.*

The purpose of this document is to summarize relevant Channel Islands policies regarding protection of patient's health information.

**BACKGROUND:** *Context for the policy provisions i.e. BRN regulations, Chancellor's Office, Accreditation*

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 of 1996 Public Law 104-191).

**POLICY:**

*Accountability Management accountability for policy compliance, implement and monitoring* The designated nursing program HIPAA compliance officer (nursing program chair or designee) is accountable for implementing and monitoring policy compliance.

**Applicability:** *Specific individuals or groups to which this applies*

All students and faculty in a Board approved program of nursing and delivering care in a health care or community setting are subject to this policy.

**Definition(s)** *Define unfamiliar terms as needed*



## HIPAA Health Insurance Portability and Accountability Act

PHI “Protected Health Information” 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.**

Policy Text: *Statement of the policy including an outline of the requirements and responsibilities to accomplish the purpose of the policy*

Guidelines for protecting PHI while in clinical settings

### 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 obtaining patient authorization for your use and disclosure of PHI.

### 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:

Name

Geographic subdivisions smaller than a state (i.e. county, town, or city, street address and zip code)

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)

Phone numbers

FAX numbers

E-mail addresses

Social Security numbers

Medical record number

Health plan beneficiary number

Account number

Certificate/license number

Vehicle identifiers and serial numbers

Device identifiers and serial numbers

URL's

Internet protocol addresses

Biometric identifiers (e.g., fingerprints)

Full face photographic and any comparable images

Any other unique identifying number, characteristic or code

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.

### 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.

Logout 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)

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.

Email

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

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

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) NRS221:AcceptedPractice–HIPAAin theWorkPlacePracticeTest1 NRS241AcceptedPractice–HIPAAPrivacyRules,Coding&Billing NRS223 AcceptedPractice–HIPAAAdministrativeFunction

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

NRS453Step–by–StepViewing–SharingProtectedInformation,Visitors NRS 463 Step-by-Step Viewing Password Protection, Reporting a Violation NRS 421EvidenceBasedResearch;FAQPractice Test 3

Return acknowledge of completion of the ATI Skills module to Clinical faculty and administrative support personnel in the nursing office.

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

AttheendoftheclinicaldayeachstudentmustinformtheclinicalinstructorthatnoHIPAA protected information is being taken from the facility. At the end of each clinical day the instructormustcollect dataeitherelectronicallyorbyfillinginawrittencertificationformthat

Students havenotremovedHIPAAprotectedinformationfromtheclinicalfacility. Attheendof 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 thecourse.

### Consequences of Violation of the HIPAA Policy

Depending on the nature of the breach of confidentiality, violations at any level may result in more severe action or dismissal from the major. Levels I-III violations are considered to be without malicious intent. Level IV and V connote malicious intent. A Level IV or V violation may subject the student to civil or criminal liability under HIPAA for actions in violation of the law. For any offense, a preliminary investigation will precede assignment of level of violation.

### Violations, Process, Actions and Notifications

Type of Violation	Process	Corrective Action	Notification
I. Accidental breaches of confidentiality that may or may not result	Discussion between instructor and student.	Re-education and/or process improvement.	A written warning will be given to the student and a copy placed in his/her student file.

in the actual disclosure of patient information.			
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**Examples of Violation I:**

Misdirected faxes, e-mails & mail.

Failing to log-off or close or secure a computer with protected PHI displayed.

Leaving copy of PHI in a non-secure area.

Dictating or discussing PHI in a non-secure area (lobby, hallway, cafeteria, elevator, etc.).

Failing to redact or de-identify patient information for operational/business uses.

Transmission of PHI using an unsecured method.

Leaving detailed PHI on an answering machine.

Improper disposal of PHI.

Type of Violation	Process	Corrective Action	Notification
II. Failure to follow existing policies/procedures governing patient confidentiality.	Discussion between instructor and student.	Re-education and/or process improvement.	A written warning will be given to the student and a copy placed in his/her student file.

**Examples of Violation II:**

Leaving copy of PHI in a non-secure area.

Dictating or discussing PHI in a non-secure area (lobby, hallway, cafeteria, elevator, etc.).

Failure to obtain appropriate consent to release information

Failure to fulfill training requirements

Requesting another individual to inappropriately access patient information.

Inappropriate sharing of ID/password with another coworker or encouraging coworker to share.

Failure to secure data on mobile devices through encryption/password.

Type of Violation	Process	Corrective Action	Notification
III. Repeat Offense of Type I or II Violation.	May range from discussion of instructor and student to Dean convening a committee to address action	May range from re-education and process improvement; to disciplinary sanctions, such as:  Reprimand;  Removal from clinical site; or  Probation or other disciplinary action including dismissal from the nursing program.	Written communication between instructor and student will be included in student record and sent to the Chair of the Nursing Program.

Type of Violation	Process	Corrective Action	Notification
IV. Inappropriately accessing a patient's record without a need to know.	May range from discussion between instructor and student to Chair convening a committee to address action.	May range from removal from course; to disciplinary sanctions, such as dismissal from the program	Written report to:  Student Record  VP Student Affairs  Dean of the College of Arts and Sciences

**Examples of Violation IV:**

Releasing or using aggregate patient data without facility approval for research, studies, publications, etc.

Accessing or allowing access to PHI without having a legitimate reason.

Giving an individual access to your electronic signature.

Accessing patient information due to curiosity or concern, such as a family member, friend, neighbor, coworker, famous or “public” person, etc.

Posting PHI to social media (refer to SA0082016 Policy on Social Media in the Student Handbook.

Removing documents from a nursing unit or clinical site that contain PHI

Type of Violation	Process	Corrective Action	Notification
V. Accessing and using patient information for personal use or gain or to harm another individual.	Notification to Dean or designee. Dean convenes committee to address action.	May range from removal from course; to disciplinary sanctions, such as dismissal from the major.	Written report to: Student Record VP Student Affairs Dean of the College of Arts and Sciences
<b><u>Examples of Violation V:</u></b>  Releasing or using data for personal gain.  Compiling a mailing list to be sold for personal gain or for some personal use.  Disclosure or abusive use of PHI  Tampering with or unauthorized destruction of information.			

Policy modified from University of Wisconsin Policy and Procedures

Exhibits: *Optional forms, illustrations, references*

HIPPA Compliance Acknowledgement form

## HIPAA Compliance acknowledgement Form

Print Name \_\_\_\_\_ Course \_\_\_\_\_ Semester \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

Signature of the student (Acknowledges reading and understanding of policy)

\_\_\_\_\_ Date \_\_\_\_\_

Signature of the student (Acknowledges completion of the ATI modules before the beginning of clinical



CALIFORNIA State University Channel Islands  
Nursing Program Policies

Originating Author: Student Affairs

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### Policy on Impaired Student

**PURPOSE:** *Goals and objectives of the policy.*

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

**BACKGROUND:** *Context for the policy provisions i.e. BRN regulations, Chancellor's Office, Accreditation*

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)*

#### POLICY:

Accountability Management accountability for policy compliance, implement and monitoring The Student Affairs committee and the Chair of the program is responsible for policy compliance, implementation and monitoring.

*Applicability: This policy applies to all students enrolled in CSU Channel Islands Nursing Program.*

*Definition(s) Define unfamiliar terms as needed*

*Policy Text: Statement of the policy including an outline of the requirements and responsibilities to accomplish the purpose of the policy*

## 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

Date 5.14.15

Exhibits: *Optional forms, illustrations, references*

Release of Relevant Information form

## Release of Relevant Information Form

**Student's Name** \_\_\_\_\_

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

**Time:** \_\_\_\_\_

**Emergency Contact Number** \_\_\_\_\_

**Controlled Substances Prescribed for the Student:**

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CALIFORNIA State University Channel Islands  
Nursing Program Policies

Policy Number: SA0042016  
Proposed by: Student Affairs Committee  
Approved By: Faculty Committee  
Approval Date: 4.28.2016  
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### Clinical Absence Policy

**PURPOSE:** *This policy provides guidance for management of nursing student clinical absences.*

**BACKGROUND:** *This policy adheres to the Title 16 California Code of Regulations: Division 14 Board of Registered Nursing, Article 3 Pre-licensure Program- 1426 Required Curriculum*

**POLICY:** *The nursing program chair, faculty, and curriculum committee are accountable for policy compliance, implementation, and monitoring.*

**Applicability:** *Students actively enrolled into the Nursing Major.*

**Definition(s)** *Define unfamiliar terms as needed*

**Policy Text:**

1. The student may only be absent for 10% of the total course clinical hours without jeopardizing their ability to meet the clinical objectives of the course.
2. In order to be excused, notification must be given to the primary Clinical Instructor prior or at the onset of absence, and clinical absences due to illness may be subject to documentation to medically clear students enrolled in “high risk” clinical areas such as pediatrics and maternal-child units. Short clinical

rotations (5 week clinical rotations) may require documentation at the discretion of the clinical instructor. Unexcused absences may result in failure of the course.

3. Absences from clinical practicum must be for serious and compelling reasons such as:
  - Illness of self or immediate family
  - Death of an immediate family member
  - Court Subpoena
  - Recognized religious observation
  - 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
  - ◆ Faculty approved attendance at a nursing research convention or other educational opportunities
4. 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:
  - a. If required, documentation of absence must be submitted to the clinical instructor within 7 days of missed clinical or assigned clinical simulation lab.
  - b. Students may make up the clinical practicum under the direction of the simulation lab instructor and/or the clinical instructor.
    - i. Make up of assigned labs will include content delivered during the missed clinical day or clinical lab under the direction of the simulation lab instructor or faculty.
    - ii. A “Clinical Absence Makeup Contract” (see Exhibit A (pending)) must be signed with the lab instructor or faculty prior to the make-up clinical day.
    - iii. A copy of the contract and documented work completed by the student will be submitted to the nursing office for filing in the student’s file.
  - c. 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 if available otherwise an incomplete may be issued and completion can be continued the next time the course is offered (contingent on space availability).
  - d. 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.
  - e. Absences from clinical constituting greater than 10% must be evaluated in consultation with the Lead Course Instructor and the program chair; Decisions regarding eligibility for a second makeup during any clinical rotation would be determined by the student’s ability to successfully meet the clinical objectives of the course. If it is determined that a student would not be able to meet the course objectives due to 2 or more excused absences an incomplete may be issued and completion may be continued the next time the course is offered (contingent on space availability).

## Exhibit A Pending Revisions

### CALIFORNIA STATE UNIVERSITY, CHANNEL ISLANDS

#### Nursing Program

#### Clinical Make Up Contract Plan

Student \_\_\_\_\_ is required to make up \_\_\_\_ Hours for clinical

Course NRS \_\_\_\_\_ for hours missed on \_\_\_\_\_

---

#### Clinical Course Make Up Requirements:

Assignment (activities and objectives) to be documented here by clinical instructor or Sim Lab Instructor

Needed more details on simulation lab activities:

Medical Surgical

Specialties

\*\*\*\*You must make an appointment with the faculty and SIM lab Instructor to arrange for your clinical make up.

\_\_\_\_ Make up time in Sim Lab; Contact Sim Lab Instructor no later than \_\_\_\_\_

In order to meet the course objectives of \_\_\_\_\_

\_\_\_\_ Turn in the assignment in to: \_\_\_\_ Course Clinical Instructor \_\_\_\_ Sim Lab Instructor

\_\_\_\_ Assignment is due no later than: \_\_\_\_\_

Clinical make up must be completed in order to meet the requirements of continuance in the Nursing Program.

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Instructor's Name	and	Signature	Date
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Student's Name	and	Signature	Date
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CALIFORNIA State University Channel Islands  
Nursing Program Policies

Originating Author: Student Affairs  
Policy Number: SA0052016  
Approved By: Faculty  
Approval Date: 7.2016  
Effective Date: 7.2016  
Number of Pages: 3  
Next Review Date: 10.2018

**Student promotion, continuance in the program, and repeating a class Policy**

**PURPOSE:** *Goals and objectives of the policy.*

To define the criteria to which the student must adhere in order to progress in the nursing program and the criteria to which they can continue in the program or repeat a class.

**BACKGROUND:** *Context for the policy provisions i.e. BRN regulations, Chancellor's Office, Accreditation*

California BRN regulation state didactic and clinical requirements must be completed simultaneously.

**POLICY:**

Accountability Management accountability for policy compliance, implement and monitoring) Student Affairs Committee

**Applicability:** *Specific individuals or groups to which this applies*

Applicable to all nursing students Track I and II.

**Definition(s)** *Define unfamiliar terms as needed*

**Policy Text:** *Statement of the policy including an outline of the requirements and responsibilities to accomplish the purpose of the policy*

## Minimum Passing Grades in Courses

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.

Students may not enroll in 300-level required nursing courses until they have completed all lower division nursing courses with a “C or Pass” grade or better.

Students may not enroll in 400-level required nursing course until they have completed all lower division nursing and 300-level nursing classes with a “C or Pass” grade or better.

## 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 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/ or Fail 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.
6. Students with failure 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 C or Pass in two separate nursing courses or in two attempts in one nursing course.
  - b. Students who fail two nursing courses must meet with nursing advisor to discuss program withdrawal and 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.

CALIFORNIA State University Channel Islands  
Nursing Program Policies

Originating Author: Christopher Bombara and Student Affairs Committee

Policy Number: SA0062018

Approved By: Faculty

Approval Date: 4/20/2018

Effective Date: 8/2018

Number of Pages: 2

Next Review Date: 3/9/2020

**Policy on Submission of Clinical and Medical Documents**

**PURPOSE:** *Goals and objectives of the policy.*

The objective of this policy is to provide a defined timeline to ensure the proper submission of clinical and medical documents to the clinical sites. This process, however, in extreme circumstances, may be adjusted by the Nursing Program Student Affairs Committee.

**BACKGROUND:** *Context for the policy provisions i.e. BRN regulations, Chancellor's Office, Accreditation*

To ensure timely submission of clinical and student health documents to clinical sites.

**POLICY:**

*Accountability Management accountability for policy compliance, implement and monitoring (committee or personnel)*

The Student Affairs committee is responsible for implementing and monitoring adherence to the procedure.

**Applicability:** *Specific individuals or groups to which this applies*

This policy is specific to all students and applies to the following clinical courses: NRS 201, NRS 221, NRS 223, NRS 231, NRS 233, NRS 241, NRS 391, NRS 421, NRS 453, and NRS 461.

**Definition(s)** *Define unfamiliar terms as needed*

**Policy Text:** *Statement of the policy including an outline of the requirements and responsibilities to accomplish the purpose of the policy*

**Timeline** for submission of clinical and medical documents

1) Eight weeks prior to the start of the student's clinical rotation, the Clinical Coordinator or Goleta Support Coordinator will email the students the clinical paperwork that the student is required to complete. The student will be given two weeks to complete and return the completed paperwork to the Clinical Coordinator or Goleta Support Coordinator and submit any updated health record information (i.e. Influenza Vaccine Verification, CPR, QuantiFERON Tuberculosis Test, etc.) to CastleBranch\*. Health information that is set to expire mid-semester must be renewed prior to the start of the semester it will expire with the exception of the Influenza Vaccine which must be renewed from September – November each year.

2) Six weeks prior to the start of the clinical rotation, the Clinical Coordinator or Goleta Support Coordinator will email the students who have not returned their paperwork or who have outstanding health information informing them that they have one week to submit these documents.

3) Students who do not submit their paperwork five weeks prior to the start of the clinical rotation will be at risk of not getting clearance to begin their clinical rotation on time and as a result may be dropped from the course. Clinical Faculty will be notified at this time which students are not in compliance.

4) Clinical documents and student health information will be sent to the facilities four weeks prior to the start of the clinical rotation with the exception of students placed at Cottage who need to submit a new background check and drug screening 30 days prior to the start of their rotation.

5) Students enrolled in a Summer Session, NRS 453 or NRS 461 will still be required to submit health documentation five weeks prior to the start of the clinical rotation. Once clinical placements have been identified, students will have a modified submission timeline for any required clinical documents. This timeline will be emailed to the students by the Clinical Coordinator or Goleta Support Coordinator when the clinical paperwork is sent out.

\*Class of 2019 will submit their documents to the clinical coordinator as they have done previously.

Exhibits: *Optional forms, illustrations, references*



CALIFORNIA State University Channel Islands  
Nursing Program Policies

Policy Number: SA0072016  
Proposed by: Student Affairs  
Approved By: Faculty  
Approval Date: 12.19.2016  
Effective Date: 1.1.2017  
Number of Pages: 2  
Next Review Date: 12.2018

**Pregnant Nursing Student Policy**

**PURPOSE:** This policy reflects the recognition of the changes in health needs and potential restrictions on activities during pregnancy to prevent potential harm to the student or their unborn child and thus *provides guidance for management of pregnant nursing student.*

**BACKGROUND:** *This policy adheres to the Title 16 California Code of Regulations: Division 14 Board of Registered Nursing, Article 3 Pre-licensure Program- 1426 Required Curriculum*

**POLICY:** The nursing program chair, faculty, and Student & External Affairs Committee are accountable for policy compliance, implementation, and monitoring.

**Applicability:** *Students enrolled into the Nursing Major and taking a clinical course.*

**Definition(s)** *Define unfamiliar terms as needed*

**Policy Text:**

1. The student will inform the clinical instructor and Program Chair as soon as possible regarding the pregnancy.
2. The student will submit a letter to the Program Chair from their obstetrician or nurse midwife to verify that the student is in satisfactory physical condition to attend class, skills lab, and clinical at the follow times:
  - a. When the pregnancy is confirmed.
  - b. At the end of the first trimester.

- c. At the end of the second trimester.
  - d. After the delivery, prior to returning to class, skills lab, and clinical.
  - e. If the nursing faculty becomes concerned about the health and well-being of the pregnant student and unborn child.
3. If the student becomes unable to perform the expected duties, requirements, or functions of the course, the student may be given an incomplete (I) or withdrawal (W) according to CSU Channel Islands Excused Absence Policy and in consultation with the faculty and Program Chair.
  4. As outlined in the Nursing Absence Policy, the student may only be absent for 10% of the total course clinical hours without jeopardizing their ability to meet the clinical objectives of the course (refer to the Clinical Absence Policy).
  5. If any agency has restrictions, the student will follow the guideline of the agency.

## 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

CALIFORNIA State University Channel Islands  
Nursing Program Policies

Policy Number: SA0082016  
Proposed by: Student Affairs Committee  
Approved By: Faculty  
Approval Date: 12.19.2016  
Effective Date: 12.19.2016  
Number of Pages: 3  
Next Review Date: 12.2018

## Policy on Social Media

**PURPOSE:** *Goals and objectives of the policy.*

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.

**BACKGROUND:** *Context for the policy provisions i.e. BRN regulations, Chancellor's Office, Accreditation*

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.

Students will 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 any student as an individual. Since social media typically enables two-way communications with any audience, students have less control about how materials are posted or 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."

Accountability Management accountability for policy compliance, implement and monitoring (committee or personnel)

The Student Affairs committee is responsible for policy compliance in the area of social media.

*Applicability: Specific individuals or groups to which this applies*

This policy applies to the track one and track two nursing students enrolled in CSU Channel Islands Nursing Program.

*Definition(s) Define unfamiliar terms as needed*

HIPAA Health insurance Portability & Accountability Act of 1996 Public Law 104-191

FERPA Family Education Rights and Privacy Act 20USC 1232g CFR Part 99

*Policy Text: Statement of the policy including an outline of the requirements and responsibilities to accomplish the purpose of the policy*

POLICY:

The policy on use on protection of confidentiality includes:

- 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, students must 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.
- The expectation that during clinicals, use of phones and other devices employed for social media, will be used only as authorized by faculty and in accordance with the agency's policy regarding use of cell phones. If a using 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 (phones, 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 record 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 any association with CSU Channel Islands in online social networks. If a person is identified as a student at CSU Channel Islands, ensure any profile and related content reflects how the student is represented to colleagues, clients and potential employers. Any viewpoints written in social media should be identified solely as the viewpoints of the student and shall not represent, claim or imply any representation on behalf of CSU Channel Islands, unless specifically authorized, in writing, to do so.
- HIPAA guidelines must be followed at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage.
- Ultimately, students have sole responsibility for what is posted. Students need to be smart about professionally representing themselves while protecting the privacy and confidentiality of sensitive health and/or CSU Channel Islands information.

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

Exhibits: *Optional forms, illustrations, references*

## Receipt of the Social Media Policy Form

I (name of student- please print) \_\_\_\_\_ have received a copy of the Social Media Policy and understand the policy.

Signature \_\_\_\_\_

Date \_\_\_\_\_

CALIFORNIA State University Channel Islands  
Nursing Program Policies

Policy Number: SA0092016  
Initiated by: Student Affairs  
Approved By: Faculty  
Approval Date: 12.19.2016  
Effective Date: 1.1.2017  
Number of Pages: 3  
Next Review Date: 12.2018

**Policy and Procedure for Selection of the Daisy Award and  
Daisy-in-Training Award Recipient**

**PURPOSE:** *Goals and objectives of the policy.*

To implement and operationalize the selection of the Daisy Award and the Daisy-in-Training Award in accordance with the standards established by the Daisy Award Foundation.

**BACKGROUND:**

An acronym for Diseases Attacking the Immune System, The DAISY Foundation was established in 1999 in memory of J. Patrick Barnes who died (at the age of 33) from complications of the auto-immune disease Idiopathic Thrombocytopenic Purpura (ITP). Patrick's family was very touched by the remarkable compassion and clinical skill demonstrated by Patrick's nurses during his illness, so they created DAISY to recognize exceptional nurses everywhere. The DAISY Foundation is dedicated to saying Thank You to Nurses and is now proud to recognize Nursing Students for their care of patients and their families.

The CSUCI Nursing Program is dedicated in recognizing outstanding and exemplary education. Nursing faculty who are exemplary educators and outstanding role models may be nominated via this process and considered for the annual Daisy Award. Compassionate and caring nursing students who demonstrate exceptional skills may be nominated and considered for the annual Daisy-in-Training award. The following procedure outlines the process for both awards.

**POLICY:**

Accountability: Student & External Affairs Committee, plus at least one outside member as outlined below.

Applicability: All CSU Channel Islands' nursing program faculty and students

Definition(s)



1. Awardee: The person selected to receive the annual award
2. Daisy Faculty: A nurse educator in the Nursing Program at CSU Channel Islands
3. Daisy in Training: Student nurses currently enrolled at CSU Channel Islands
4. Nominee: A faculty or Student Nurse who met the criteria to be nominated
5. Nominator: The person submitting the application to nominate faculty or nursing student

#### Policy Text:

1. Guidance for establishing the criteria for nominations for the Daisy Award and the Daisy in Training Award will be provided by the Daisy Foundation ([www.daisyfoundation.org](http://www.daisyfoundation.org))
2. The nursing program will review the website ([www.nursing.csuci.edu](http://www.nursing.csuci.edu)) at the beginning of each spring term to update the “Daisy Award” menu and ensure accuracy.
3. Applications to nominate a faculty member for the Daisy Award or a student nurse (for the Daisy in Training Award) will be available on the website along with the deadline to submit the nomination. Acceptance criteria for the nomination of the Daisy Award and Daisy in Training Award are outlined below.

**a. Faculty Daisy Award Criteria for the Nomination of faculty include demonstration of the following:**

- Remarkable inspirational influence on students that extends to patients
- Outstanding role model of professional nursing
- Consistent excellence through their clinical expertise and commitment to extraordinary compassionate patient care
- Exceptional attributes that facilitate learning (e.g., caring, kindness, confidence, patience, integrity, and flexibility)
- Excellent interpersonal skills
- Collaborative working relationship with students and colleagues
- Compassion by showing interest in students and having a respectful attitude in their learning experience
- Enthusiasm for teaching, learning and the nursing profession that inspires and motivates students

**b. Daisy in Training Award Criteria for the Nomination of students must include at least two of the following:**

- Demonstrate extraordinary commitment to compassionate care of patients and families
- Connect with patients, families and peers by building trust and respect in ways that make a difference
- Display kindness and sensitivity by providing empathetic patient care
- Advocate strongly for patients and families
- Show outstanding clinical and interpersonal skills

4. Any person, student, classmate, faculty/professor, member of the agency community, patient (or patient's family), visitor, physician, preceptor, unit manager may nominate a candidate for either Daisy or Daisy-in-Training Award.
5. Nominator must include their name, email and contact phone number.
6. The deadline for submission of the nominations will be March 1 of every year. Nominations may be accepted at any point of the year however, the consideration and selection process for each year will be the first Friday in April or the April meeting of the Student Affairs Committee.
7. The CSU Channel Islands' Nursing Program Student & External Affairs Committee will review each nominee application for completion, for meeting the criteria as defined by the Daisy Foundation and for meeting the criteria as outlined on the CSUCI Nursing program website. The Committee will honor the following exemptions:
8. If a selection member of the Student & External Affairs Committee is a nominee, that member will recuse him or herself in the selection process.
9. If a member (or members) of the Student & External Affairs Committee is (are) recused, efforts shall be made to have the selective process objective and fair. This may be done, by the addition of an external member as chosen by the Chair of the nursing program.
10. The Student & External Affairs Committee is composed of faculty and student representatives per the Nursing Program bylaws. In addition to the current committee, the nominating committee should be expanded to include an objective member who is neither a CSUCI nursing student nor a CSUCI nursing faculty. Consider a representative (s) from the following:
  - a. CSU Channel Islands' former alumni awardees or former nominees
  - b. CSU Channel Islands' Nursing Honor Society alumni
  - c. CSU Channel Islands' Advisory Council (with members from nursing programs and from local agency representatives)
  - d. Retired Nursing Leaders
11. Criteria for selection the awardees are posted on the Website:
  - a. Previous faculty Daisy Awardees and previous Daisy-in-Training Awardees may be recognized as a nominee yet may not be considered for a second annual award.
  - b. Students from any CSUCI Nursing class may be considered for nomination.
12. Once the final awardees are determined, the arrangement in securing the awards is defined by the implementation Guide for the Daisy Awards; staff and Program Chair will submit the names and make arrangements for the awards following the instructions from the Daisy Foundation.
13. All names, nominees and awardee are kept confidential by members of the Student & External Affairs Committee.
14. Announcement of the awardees and nominees with presentations of both the Daisy Award and Daisy in Training Award is to be made at the Annual Nursing Pinning Ceremony in May. Nominees will receive a certificate acknowledgment of their Daisy Nomination.

Exhibits:

Exhibit A, Daisy Award Nomination Form

Exhibit B, Daisy in Training Nomination Form



**NURSING**  
C H A N N E L  
I S L A N D S



## DAISY Faculty Award Nomination Form

I would like to nominate:

First Name: [Click here to enter text.](#)

Last Name: [Click here to enter text.](#)

I would like to nominate this educator, from CSU Channel Islands as a deserving recipient of the DAISY Faculty Award. This nurse educator exemplifies the kind of faculty member that students, colleagues, staff and administrators recognize as an exemplary educator and an outstanding role model.

Faculty DAISY Award Criteria for the Nomination include, the faculty will demonstrate:

- Remarkable impact on students and therefore patients
- Consistent excellence through their clinical expertise and extraordinary compassionate care
- Outstanding role model of professional nursing
- Exceptional attributes that facilitate learning (e.g., caring, confidence, patience, integrity, and flexibility)
- Excellent interpersonal skills
- Collaborative working relationship with students and colleagues
- Compassion in which they educate students by being interested and respectful of each learner
- Enthusiasm for teaching, learning and nursing that inspires and motivates students

This faculty member is deserving of receiving The DAISY Award because:

[Click here to enter text.](#)

Thank you for taking the time to nominate an extraordinary nursing faculty member for this award. Please tell us about yourself, so that we may include you in the celebration of the award should the faculty member you nominated be chosen.

### Nominator Information:

I am: (Select one)

☐ Professor

☐ Instructor

☐ Classmate

☐ Patient

☐ Family

☐ Visitor

☐ Staff

☐ Physician

☐ Preceptor

☐ Unit Manager

☐ Student

Name: [Click here to enter text.](#)

Email: [Click here to enter text.](#)

Phone: [Click here to enter text.](#)



**NURSING**  
C H A N N E L  
I S L A N D S



## DAISY in Training Award Nomination Form

I would like to nominate:

First Name: [Click here to enter text.](#)

Last Name: [Click here to enter text.](#)

Daisy in Training Criteria for the Nomination include, the student will demonstrate:

- Demonstrates commitment to compassionate care of patients and families
- Makes a connection with patients, families and peers by building trust and respect
- Advocates strongly for patients and families
- Shows exceptional skills (includes interpersonal)
- Kindness and sensitivity (empathy)

**Why are you nominating this Student Nurse for the DAISY in Training Award?** (Please include the specific story about this Student Nurse's exceptional skill and compassionate care.)

[Click here to enter text.](#)

Thank you for taking the time to nominate an extraordinary student nurse for this award. Please tell us about yourself, so that we may include you in the celebration of the award should the student nurse you nominated be chosen.

### Nominator Information:

I am: (Select one)

☐ Professor

☐ Instructor

☐ Classmate

☐ Patient

☐ Family

☐ Visitor

☐ Staff

☐ Physician

☐ Preceptor

☐ Unit Manager

Name: [Click here to enter text.](#)

Email: [Click here to enter text.](#)

Phone: [Click here to enter text.](#)

## 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:

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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.)

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

## **Tuberculosis Screening**

### **QuantiFERON®-TB Gold In-Tube Test**

#### **Facts:**

QuantiFERON – TB Gold In-Tube Test is an alternative to the tuberculin skin test. It is a blood test used to diagnose Mycobacterium Tuberculosis infection. The advantage according to the CDC is “The greater Specificity of the QuantiFERON test and the requirement for only one visit are compelling advantages”. In addition the test is not subject to reader bias.

#### **Why and How:**

The Nursing program as of 5.25.16 therefore is requiring the QuantiFERON –TB test as the annual TB test for all faculty and students. The test will be ordered by your primary care provider and all blood work results must be provided to the nursing program on an annual basis



# Channel Islands

CALIFORNIA STATE UNIVERSITY

## Health Sciences Department

### HEALTH APPRAISAL

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

(This side to be completed by applicant)

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**

*A QuantiFERON Gold TB blood test is required annually for all Nursing students.  
(Students with positive TB exposure must submit proof of a chest x-ray taken within 6 months, and renew every two years.)*

QuantiFERON Gold TB Blood test result date: \_\_\_\_\_ Results: \_\_\_\_\_

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** every five years		N/A	Seasonal flu Date: (vaccine must be submitted annually by October 1 <sup>st</sup> )		
**Must have been received within five (5) years.			*Copy of blood tests results required		

**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. TM's 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

## REQUIRED VACCINATIONS & HEALTH DOCUMENTS

Students must provide the Nursing Program with documentation of vaccinations or have titer results demonstrating immunity to the following diseases. Questions can be directed to [nursing@csuci.edu](mailto:nursing@csuci.edu).

Vaccination	Date	Results	Comment
MMR #1		N/A	<i>Measles, Mumps, and Rubella (MMR): Series must contain two vaccines. Vaccines must have been given after your 1<sup>st</sup> birthday and after Jan. 1, 1968.</i>
MMR #2		N/A	
Measles (Rubeola) Titer*			
Mumps Titer*			
Rubella Titer*			
Hepatitis B #1		N/A	<i>Hepatitis B (Hep B or HBV): Series of three vaccines, usually given over a period of six months.</i>
Hepatitis B #2		N/A	
Hepatitis B #3		N/A	
Hepatitis B Surface Antibody Titer*			
Varicella*			
Seasonal flu		N/A	<i>Vaccination must be submitted annually.</i>
Tdap		N/A	<i>Required every five (5) years.</i>
TB QuantiFERON Gold Blood Test			<i>Test results must be submitted annually.</i>
TB Chest X-Ray			<i><b>ONLY</b> required for individuals with TB exposure. Must be renewed every two years.</i>
CPR Certification			<i>Must be renewed every two years.</i>

\*Copy of blood tests results required

## **Acknowledgement of Responsibility**

In signing this document I am verifying my full knowledge and understanding of my responsibility within the CSUCI Nursing program as it pertains to clinically related obligations, illness & injury, and accidents while performing any service as a CSUCI student.

I know that I am responsible for maintaining health insurance throughout the program in order to have coverage in the case of an injury or accident, as it is stated in the student handbook. If I am involved in an incident I am solely responsible for covering the cost of my care, any follow up related to said incident, and agree to assume all risks related to the benefit of gathering clinical experience.

I also understand that if an incident occurs while at a clinical location, I am held to the policies and procedures of the facility and that my first responsibility is to notify my instructor of any occurrence in a timely manner. If I am found in violation of any CSUCI Nursing policy or procedure, while the incident took place, I may face disciplinary action.

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Print Name

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Date

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Signature of Program Participant

## **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 the date instructed in program orientation.