



SAN FRANCISCO
STATE UNIVERSITY

School of Nursing
2010-2011 Student Handbook



Welcome

Dear Undergraduate and Graduate Nursing Students,

Welcome to the School of Nursing and to either starting a new professional career or enhancing your professional career through further education. We look forward to working with you. The profession of nursing continues to grow in numbers and complexity in a rapidly changing world and healthcare environment. As you move through the nursing program you will be challenged and grow in your role beginning or continuing professional life-long—the patients we care for and the society we serve deserve the very best the profession can offer and we will work toward that goal together.

Sincerely,

The Faculty and Staff of the School of Nursing

GUIDE TO THE HANDBOOK

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

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

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

OUR MISSION

The mission of the School of Nursing is to: 1) provide baccalaureate and graduate education in nursing for a diverse student body; 2) prepare graduates to provide quality nursing care, leadership, and advocacy to meet the health care needs of diverse populations; and 3) to improve health care and nursing practice through research, scholarship, and service to the community.

OUR PHILOSOPHY

Some values and assumptions that undergird the SFSU School of Nursing philosophy statement are that: (1) Humans manifest an essential unity of mind/body/spirit; (2) Human experience is contextually and culturally defined; (3) Health and illness are human experiences; and (4) Nursing involves practices that are restorative, supportive, and promotive in nature (ANA, 1995). Based on these values, the graduate of our program is prepared to practice in a variety of settings across the health care continuum and to care for patients, families, and communities across the lifespan. The nursing graduate will utilize knowledge from related disciplines, as well as liberal and professional education to demonstrate: (1) knowledge and skills in nursing; (2) intellectual curiosity and critical thinking; (3) cultural competence; (4) evidence-based practice standards; (5) ethical nursing care; and (6) leadership and lifelong learning.

OUR GOALS

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

In compliance with the Nondiscrimination Policy of the California State University (CSU), the School of Nursing does not discriminate on the basis of race, color, national origin, sex, sexual orientation or physical handicap

WHAT IS NURSING?

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

CALIFORNIA BOARD OF REGISTERED NURSING (WWW.RN.CA.GOV) NURSE PRACTICE ACT-BUSINESS AND PROFESSIONS CODE

2725. Legislative intent; Practice of nursing defined

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

(b) The practice of nursing within the meaning of this chapter means those functions, including basic health care, that help people cope with difficulties in daily living that are associated with their actual or potential health or illness problems or the treatment thereof, and that require a substantial amount of scientific knowledge or technical skill, including all of the following:

(1) Direct and indirect patient care services that ensure the safety, comfort, personal hygiene, and protection of patients; and the performance of disease prevention and restorative measures.

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

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

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

(c) "Standardized procedures," as used in this section, means either of the following:

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

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

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

(e) No state agency other than the board may define or interpret the practice of nursing for those licensed pursuant to the provisions of this chapter, or develop standardized procedures or protocols pursuant to this chapter, unless so authorized by this chapter, or specifically required under state or federal statute. "State agency" includes every state office, officer, department, division, bureau, board, authority, and commission.

(Added Stats 1939 ch 807 § 2. Amended Stats 1968 ch 348 § 1; Stats 1974 ch 355 § 1, ch 913 § 1; Stats 1978 ch 1161 § 172; Stats 1980 ch 406 § 1; Stats 1989 ch 886 § 52; Stats 1995 ch 279 § 15 (AB 1471); Stats 1996 ch 124 § 2 (AB 3470). Amended Stats 2003 ch 640 § 5 (SB 358).)

2725.1. Dispensation of drugs or devices by registered nurse

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

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

2729. Services by student nurses

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

- (a) A student enrolled in a board-approved prelicensure program or school of nursing.
- (b) A nurse licensed in another state or country taking a board-approved continuing education course or a postlicensure course.

(Added Stats 1939 ch 807 § 2. Amended Stats 1953 ch 1174 § 4; Stats 1978 ch 212 § 1, effective June 6, 1978.)

AMERICAN NURSES ASSOCIATION CODE OF ETHICS FOR NURSES

The ANA Code of Ethics outlines principles of professional nursing behavior. Policies, procedures and programs are in place to support and assure adherence to the Code of Ethics.

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

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

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

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

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

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

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

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

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

American Nurses Association (2001) *Code of Ethics for Nurses with Interpretive Statements*. Accessed on May 11, 2009 at: <http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthics/2110Provisions.aspx>

ACADEMIC NURSING PROGRAMS OFFERED

Bachelor of Science in Nursing

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

Master of Science

- **Entry level** into the profession for students with a baccalaureate degree in another field; pre-licensure and graduate specialization components in administration, adult acute care, pediatrics, women's health, and community public health. Students in this program may not enter the family nurse practitioner specialty.
- **RNs with bachelor's degrees** in nursing or other disciplines can specialize in administration, adult acute care, pediatrics, women's health, community health, or family nurse practitioner
- **Post-masters certificate:** family nurse practitioner for nurses with masters' or doctoral degrees

Family Nurse Practitioner Certificate

- **Post-master's certificate:** family nurse practitioner for nurses with master's or doctoral degrees

ACCREDITATION AND AFFILIATIONS

The School of Nursing is approved by the California Board of Registered Nursing and is accredited by the Commission on Collegiate Nursing Education. The School of Nursing is a member of the American Association of Colleges of Nursing, the National League for Nursing, the California Association of Colleges of Nursing and the Western Institute of Nursing Research.

PROGRAM SCOPE

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

There are approximately 300 undergraduate students and 200 masters students enrolled in the School who represent the diversity of the community we serve. The School of Nursing is approved by the California Board of Registered Nursing and is accredited by the Commission on Collegiate Nursing Education. It is a member of the American Association of Colleges of Nursing, the National League for Nursing, the California Association of Colleges of Nursing and the Western Institute of Nursing Research.

CAREER OUTLOOK

The Bachelor of Science degree prepares students for entry-level positions in professional nursing practice. Graduates are prepared to take a national licensure examination to become registered nurses and for positions in maternity, pediatrics, medical-surgical nursing, gerontology, psychiatric/mental health, community health, long-term care and home-care. In addition, they are eligible for Public Health Nursing Certification in California upon licensure as a registered nurse. For RNs, the bachelor of science degree builds upon previous nursing education and experience for professional role development.

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

BACHELOR OF SCIENCE IN NURSING CURRICULUM

Required Courses		<i>Units</i>
First Semester		
NURS 311	Health Assessment	3
NURS 312	Foundations in Nursing Theory	3
NURS 313	Foundations in Nursing Practicum	2
NURS 314	Nursing Skills Lab	2
NURS 315	Pharmacology	3
NURS 316	Health Assessment Skills Lab	1
Total First Semester		14
Second Semester		
NURS 321	Pathophysiology	3
NURS 322	Medical Surgical Nursing Theory	3
NURS 323	Medical Surgical Nursing Practicum	3
NURS 324	Geriatric Nursing Theory	3
Total Second Semester		12
Third Semester		
NURS 334	Maternity Nursing Theory	3
NURS 335	Maternity Nursing Practicum	3
NURS 336	Pediatric Nursing Theory	3
NURS 337	Pediatric Nursing Practicum	3
NURS 338	Nursing Research	3
Total Third Semester		15
Fourth Semester		
NURS 444	Psychiatric/ Mental Health Nursing Theory	3
NURS 445	Psychiatric/ Mental Health Nursing Practicum	3
NURS 446	Community/ Public Health Nursing Theory	3
NURS 447	Community/ Public Health Nursing Practicum	3
Total Fourth Semester		12
Fifth Semester		
NURS 556	Nursing Leadership Theory	3
NURS 557	Capstone Practicum	3
Total Fifth Semester		6
Total required nursing courses		59
Total for nursing major		84

BACHELOR OF SCIENCE for RNs (Advanced Placement Option [APO] Program)

The Advanced Placement Option (APO) is designed for RNs with associate degrees or diplomas in nursing interested in obtaining a baccalaureate nursing degree. The APO curriculum allows credit for some previous course work and has flexible scheduling to accommodate the practicing nurse. Students have the option to study part-time or full-time. If a student meets University general education and other degree requirements, it is possible to complete the course of study in one to one and a half years through full time study.

- Completion of University general education requirements.
- Besides nursing course work, all APO students will need upper division coursework within the University to meet the requirements towards the degree.
- There are 120 units, minimum, to complete the nursing Bachelor of Science degree. (70 units of course work is transferable.)

APO Program Curriculum

Required Courses		<i>Units</i>
The following are required nursing courses to be taken (or challenged):		
NURS 300GW	Bridge to SFSU Advanced Placement	3
NURS301	Assessment of Prior Theoretical Learning in Nursing	3
NURS 302	Assessment of Prior Clinical Learning in Nursing	6
NURS 324	Geriatric Nursing Theory	3
NURS 338	Nursing Research	3
NURS 446	Community/ Public Health Nursing Theory	3
NURS 447	Community/ Public Health Nursing Practicum	3
NURS 557	Professional Practice Concepts Theory	3
NURS 558	Professional Practice Concepts Practicum	3
Total		30

APO PROGRAM CHALLENGE EXAM POLICY

Background:

Challenge of courses is an acceptable means of demonstrating competency in nursing courses. Challenge exams are developed by faculty who teach the course and are based on the content that is included in the course. RN to BSN students may receive credit for courses through challenge exams.

Purpose:

The purpose of this policy is to describe the procedure within the School of Nursing for developing challenge exams, proctoring challenge exams and the assignment of a course grade for the challenge exam.

Procedure:

1. Challenge exams will be developed by the faculty who are responsible for teaching the course, i.e. the faculty who teaches nursing research will be responsible for developing the challenge exam for the course.
2. Challenge exams will be updated every two years or as needed based on changes in the curriculum.
3. The faculty of record for the course being challenged or designee will proctor the challenge exam.

4. Challenge exam dates will be set each semester by the faculty of record for the course or designee.
5. Challenge exam dates will be posted on iLearn so that all RN to BSN students are aware of when the next challenge exam will be offered.
6. Each student will have an adviser who will work with them to determine what courses can be challenged and to plan an appropriate course of study.
7. Students challenging courses by examination take the exam prior to the beginning of the semester when the course is offered, pay tuition and register for the course. Upon successfully completing the challenging exam and at the end of the semester when the course is given, the student will be given a grade for the course. If the student is not successful in challenging the course, they must take the course.
8. For the Health Assessment Lab, students may challenge the course by successfully completing a head to toe assessment under the supervision of the faculty teaching the course in the semester during which the student is challenging the Health Assessment Theory Course.

BSN PROGRAM OBJECTIVES

Semester One Level Objectives

1. Explore available and current literature (nursing research) on strategies that foster health promotion, risk reduction, and disease prevention across the life span.
2. Begin to utilize the nursing process to plan for and manage the physical, psychological, social, and spiritual needs of the patient and family/caregiver.
3. Recognize the need for the use of technology in the provision of patient care.
4. Use the nursing process, plan and initiate nursing care that is safe, legal, ethical and consistent with regulatory guidelines established by the institution and ANA Standards of Practice.
5. Recognize specific and individual cultural aspects of patient care through cultural assessment.
6. Recognize sociopolitical factors that influence health care.
7. Identify organizational and financial factors that influence on patient care.
8. Demonstrate a beginning awareness of the research process through review and discussion of current nursing research that is relevant to clinical practice.
9. Demonstrate effective communication skills in organizing, prioritizing and initiating planned patient care.
10. Demonstrate a beginning awareness of the importance of professional development and lifelong learning in the discipline of nursing.
11. Identify areas of personal interest for graduate study in nursing.

Semester Two Level Objectives

1. Recognize and begin utilize multiple sources of information and knowledge in nursing and related sciences to foster health promotion, risk reduction, and disease prevention across the life span.
2. Integrate the nursing process in planning and managing physical, psychological, social, and spiritual needs of the individuals and families/caregivers.
3. Understand the application of technology in the provision of patient care.
4. Develop increased ethical and legal foundation for professional practice that is consistent with regulatory guidelines and ANA standards of practice.
5. Develop sensitivity to social, economic, cultural, and ethnic diversity in individuals and families through the nursing process.
6. Discuss the relationship of economic, sociopolitical, environmental, and legal factors that influence the health care system and nursing practice.
7. Recognize the role of the nurse in response to issues and changes in the organizational and financial structure of health care delivery systems.
8. Recognize the value of evidence-based practice and relate selected nursing research findings to the nursing care of individuals and families/caregivers.
9. Apply critical thinking and effective communication with individuals and families who are experiencing responses to illness.
10. Recognize own learning style and strategies for effective learning and professional development.
11. Recognize resources and career options related to graduate study in nursing.

Semester Three Level Objectives

1. Utilize sources of information and knowledge in nursing and related sciences to assist health promotion, risk reduction and disease prevention across the life span.
2. Use the nursing process to plan for all aspects of patient, family and caregivers' needs.
3. Apply technology in the provision of patient care.
4. Provide standards of care consistent with legal, ethical and regulatory guidelines and ANA Standards of Practice.
5. Incorporate nursing measures, which recognize diversity using the nursing process.
6. Explain the relationship of economic, social, political, environmental and legal factors that influence health care systems and nursing practice.
7. Identify the nurse's role in response to issues and changes in the organizational and financial structure of health care delivery systems.

8. Demonstrate beginning knowledge of research and includes relevant research in assignments.
9. Assess and report patient and family needs to appropriate health team members.
10. Develop personal goals for professional development.
11. Consider graduate study in nursing.

Semester Four Level Objectives

1. Distinguish between disease prevention, health promotion and health maintenance for individuals, families and populations.
2. Develop interventions to address a multiplicity of issues affecting the health of individuals, families and populations using the nursing process.
3. Integrate technology into the provision of care of clients across the healthcare continuum.
4. Adhere to legal, ethical and regulatory guidelines and ANA Standards of Practice while providing care to clients across the healthcare continuum.
5. Synthesize knowledge of the influence on health status of cultural, ethnic, socioeconomic diversity while providing care to individuals, families and populations.
6. Summarize the influence of factors in the global sociopolitical environment that are influencing the health status of individuals, families and communities.
7. Appraise the organizational and financial structure of the health care delivery system and the effect of these structures on the health status of individuals, families and communities.
8. Apply relevant research related to clinical practice to the care of patients across the health care continuum.
9. Illustrate critical thinking and knowledge of nursing and related sciences in the application of the nursing process.
10. Integrate lifelong learning and professional development into practice.
11. Select an area of interest for possible graduate study in nursing.

Semester Five Level Objectives

1. Foster strategies for health promotion, risk reduction, and disease prevention across the life span.
2. Anticipate, plan for, and manage physical, psychological, social, and spiritual needs of the patient and family/caregiver.
3. Assess the need for, efficacy, and use of technology.
4. Provide a standard of care consistent with legal, ethical, and regulatory guidelines and ANA Standards of Practice.
5. Demonstrate sensitivity to diversity in meeting health needs of patients across the life span.
6. Examine the global sociopolitical environment in which health care is provided.
7. Critique the organizational and financial structure of health care delivery systems and their effect on patient care.
8. Demonstrate knowledge of the research process in the application of relevant research related to practice.
9. Coordinate, manage, and evaluate care utilizing critical thinking, communication, negotiation, and delegation skills.
10. Demonstrate a beginning awareness of the importance of professional development and lifelong learning in the discipline of nursing.
11. Develop a foundation for graduate study.

MASTER OF SCIENCE IN NURSING

The School of Nursing provides masters level educational opportunities for registered nurses and individuals with bachelor's degree in other fields who wish to enter the nursing profession.

Registered nurses with bachelor's degrees in nursing can enter the master's program by demonstrating they have met nursing content comparable to that in the SF State baccalaureate program. **RNs without a nursing bachelor's degree** may need additional nursing coursework such as community health and research. The School offers the nursing Master of Science degree for RNs at the SF State campus and partner hospital locations on the Peninsula. **Individuals who are not nurses but have a bachelor's degree** may apply to the generic nursing Master of Science program. Students in this program spend their first five semesters completing theory and clinical course work with other pre-licensure students. Upon completion of these courses the students take a national licensing exam (NCLEX) to become a registered nurse in California. Students must be licensed to progress with graduate level studies. In addition, to the masters degrees, **RN's who already hold master's degrees** may apply to the Family Nurse Practitioner (FNP) certificate program (graduate level coursework).

The master's level curriculum includes both core courses and specialty courses. The core courses, the portion of the program for all students, include nursing theory, advanced practice nursing roles, pathophysiology, research, leadership, health policy and ethics for advanced practice nurses. Units taken in addition to the core program are selected with graduate nursing faculty advisement. Students are engaged in clinical practice experiences throughout the curriculum and complete their studies with a thesis or field study.

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

WRITTEN ENGLISH PROFICIENCY REQUIREMENT

Level One: requirement is satisfied at the time of application by scoring a 4 or above on the Analytical Writing section of the GRE. **Level Two:** is satisfied by demonstration of English proficiency on the final paper for NURS 794.

MASTER OF SCIENCE IN NURSING CURRICULUM

Required Core Courses:		Units
NURS 700	The Theoretical Basis of Nursing	3
NURS 706	Health Care Policy and Nursing Issues	3
NURS 732	Ethics in Advanced Nursing Role Development	3
NURS 733	Advanced Nursing Role Development:	2
NURS 734	Advanced Nursing Role Application	2
NURS 794	Seminar in Research	3
NURS 801	Graduate Nursing Practicum I	4

NURS 802	Graduate Nursing Practicum II	4
NURS 895 <i>or</i> NURS 898	Field Study Master's thesis	3
Concentration/Emphasis or Electives Units on advisement		9-19
Total for graduation (varies by emphasis)		36-46

Emphases in the Master of Science

Clinical Nurse Specialist (CNS)

This emphasis offers the graduate student the opportunity to take additional courses for certification by the California Board of Registered Nursing (BRN). The CNS is an advanced practice nurse holding a master's degree with a specific area of clinical nursing specialization such as adult acute care, critical care, chronic care, women's health or pediatrics. The role of the CNS is defined by the needs of a select client population and clinical expertise of the nurse. In addition to the core courses listed above, additional courses required for BRN certification include: NURS 730, NURS 731, NURS 711, and NURS 715.

Nursing Administration

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

Community/Public Health Nursing

This clinically-focused emphasis prepares nurses to develop, implement, manage, and evaluate health promotion programs and services for vulnerable populations in urban communities. Courses required in addition to the core include NURS 720, NURS 721, and/or elective units selected with approval of the adviser.

Family Nurse Practitioner Concentration

The Family Nurse Practitioner (FNP) concentration requires 46 units for a total of 600 clinical hours and is designed to prepare FNPs for primary care practice. The following courses are required in addition to the core program.

NURS 715	Principles of Pharmacology	3
NURS 708	Diagnosis and Management in Primary Care	4
NURS 711	Advanced Physical Assessment and Health Promotion/Maintenance	2
NURS 730	Advanced Nursing Physiology and Pathophysiology	2
NURS 731	Advanced Nursing Physiology and Pathophysiology—Seminar	2
NURS 803	Graduate Nursing Practicum III	4
NURS 804	Professional Issues and Nurse Practitioner Skills	2
Total for concentration		19

Advancement to Candidacy

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

GENERIC MASTER OF SCIENCE DEGREE IN NURSING

Qualified applicants are accepted into the generic nursing Master of Science program conditionally. They may enroll in graduate courses in the fifth semester of the pre-licensure course work. Prior to enrolling in NURS 802, students must have successfully completed all prelicensure prerequisites, prelicensure courses, and must attain status as a registered nurse in California (successful completion of the NCLEX exam).

Pre-licensure Nursing Courses		<i>Units</i>
First Semester		
NURS 311	Health Assessment	3
NURS 312	Foundations in Nursing Theory	3
NURS 313	Foundations in Nursing Practicum	2
NURS 314	Nursing Interventions Practicum	2
NURS 315	Pharmacology	3
NURS 316	Health Assessment Skills Lab	1
Total		14
Second Semester		
NURS 321	Pathophysiology	3
NURS 322	Medical Surgical Nursing Theory	3
NURS 323	Medical Surgical Nursing Practicum	3
NURS 324	Geriatric Nursing Theory	3
Total		12
Third Semester		
NURS 334	Maternity Nursing Theory	3
NURS 335	Maternity Nursing Practicum	3
NURS 336	Pediatric Nursing Theory	3
NURS 337	Pediatric Nursing Practicum	3
NURS 338	Nursing Research	3
Total		15
Fourth Semester		
NURS 444	Psychiatric/Mental Health Nursing Theory	3
NURS 445	Psychiatric/Mental Health Nursing Practicum	3
NURS 446	Community/Public Health Nursing Theory	3
NURS 447	Community/Public Health Nursing Practicum	3
Total		12
Fifth Semester		
NURS 556	Nursing Leadership Theory	3
NURS 557	Capstone Practicum	3
NURS 700	The Theoretical Basis of Nursing	3
NURS 732	Ethics in Advanced Nursing Role Development	3

Total		12
Sixth Semester		
NURS 794	Seminar in Research (requires score of 4 or above on the Analytical Writing section of the GRE prior to enrollment)	3
NURS 733	Advanced Nursing Role Development:	2
NURS 734	Advanced Nursing Role Application	2
NURS 801	Graduate Nursing Practicum I	4
Nursing Elective		3
Total		14
Seventh Semester		
NURS 706	Healthcare Policy and Nursing Issues	3
NURS 802	Graduate Nursing Practicum II	4
NURS 895	Field Study <i>or</i>	3
NURS 898	Master's Thesis	
Nursing Elective		3
Total		13
Total for degree		92

FAMILY NURSE PRACTITIONER CERTIFICATE

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

Master's Program Learning Outcomes

1. Critique and evaluate a variety of theories from nursing and related fields and apply appropriate theories to provide high quality health care.
2. Assess, evaluate and apply advanced nursing concepts and information in clinical practice with clients, families and communities.
3. Identifies ethical dilemmas and engages in an ethical decision making process associated with the delivery of health care to patients, families, and communities.
4. Demonstrate an understanding of providing culturally sensitive care as a nurse in advanced practice.
5. Collaborate with interdisciplinary teams across health care settings to improve patient, family, and community outcomes.
6. Initiate, monitor, and evaluate change within the health care system in order to improve the system, the delivery of health care and health care outcomes.
7. Effect change within the health care system in order to improve the system, the delivery of health care, and health care outcomes.
8. Provide leadership in patient, families and professional relationships.
9. Perform advanced assessments that facilitate effective and appropriate interventions that contribute to the advancement of health care for patients, families and communities.
10. Design, implement, and evaluate studies in nursing scholarship and research.
11. Demonstrate a foundation for doctoral study.

HEALTH AND SAFETY REQUIREMENTS

As with all nurses and others working in healthcare organizations, students must protect themselves and their patients/clients from disease and be prepared for emergencies. As requirements change from time to time and from organization to organization, students will be given specific instructions about health and safety requirements at orientation, when requirements change and when requirements are different for a clinical site. It is the responsibility of the individual student to assure compliance with the health and safety requirements. Forms for this process are available on the SON web site www.nursing.sfsu.edu. If students do not meet the health and safety requirements at date specified, they will not be allowed to participate in their clinical courses/experiences. Examples of the types of requirements you will be expected to comply with are:

1. Submit Student Address and Emergency Update Sheet.
2. Maintain individual health insurance. (Generally provided by the University—check with your advisor)
3. Present proof of current Basic Cardiac Life Support (BCLS) certification for Health Care providers (American Heart Association ONLY).
4. Submit an annual Tuberculosis (TB) screening test or a Review of TB Symptoms if student has a history of a positive Tuberculosis test.
5. Submit documentation of annual influenza vaccination, or complete the Declination of Influenza Vaccination form (September-March).
6. Have access to own transportation for clinical assignments.
7. Update immunizations/titers as necessary to meet student pre-clinical health requirements for clinical placements and University health requirements.
8. Background checks (some agencies may require drug testing and/or finger printing).

PRE-LICENSURE BACKGROUND CHECK POLICY

Background:

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

Purpose:

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

Procedure:

1. All students entering the pre-licensure portion of the nursing major will be required to have background checks done by CertifiedBackground.com (www.certifiedbackground.com) prior to beginning their first semester of the nursing major. Those students not obtaining the background checks prior to the beginning of the semester may be dismissed from the major.
2. Each student is responsible for paying for the background check per the payment policies of CertifiedBackground.com (www.certifiedbackground.com).
3. CertifiedBackground.com (www.certifiedbackground.com) will not provide any information to the School of Nursing. CertifiedBackground.com (www.certifiedbackground.com) will be responsible for reporting the background check results to the requesting clinical agency.
4. Pre-licensure students will not be denied placement in theory courses based on the results of a background check. However, if a clinical agency refuses to allow the student to do their clinical work at the agency and no other clinical sites are available or willing to accommodate the student, the student will be asked to withdraw from the nursing major.
5. Students may appeal dismissal from the nursing major by filing a formal appeal with the School of Nursing Student Affairs Committee.

NURSING STUDENT CPR REQUIREMENTS

Background:

Cardio-Pulmonary Resuscitation (CPR) is an emergency procedure performed during cardiac and/or respiratory arrest to maintain circulation and respiration until emergency services arrive. Students are required by professional standards and health facility requirements to have CPR certification. American Heart Association only.

Purpose:

To ensure that all SFSU SON students have adequate training to render CPR in the clinical setting.

Procedure:

- (1) In conformance with health care industry and professional standards of nursing care, SFSU School of Nursing students will obtain CPR/BCLS for Health Care Providers (CPR, AED) certification before entering their first semester.
- (2) Thereafter, students will renew CPR certification before expiration (every two years).
- (3) Students will submit a copy of current CPR certification (front and back) to the SFSU SON Administrative Assistant.
- (4) CPR status must be current (up to date) each semester
- (5) Students without current CPR certification will not be allowed to attend clinical practicums.

Grades

Background:

The faculty are responsible for issuing grades and thus for maintaining the integrity of the School of Nursing, its academic and clinical standards.

Purpose:

The purpose of these policies is to clarify the grading and grade appeal protocols.

Policies and Procedures:

The faculty of record has the responsibility to award final grades. All students must receive a grade of C- or better to satisfactorily pass a course. The grades represented by percentages are as follows:

GRADING SCALE:

A = 93-100%	C = 73-76%
A- = 90-92%	C- = 70-72%
B+ = 87-89%	D+ = 67 -69%
B = 83-86%	D = 63 - 66%
B- = 80-82%	D- = 60 - 62%
C+ = 77-79%	F = 59-0% or below

PROGRESSION THROUGH NURSING PROGRAM

Purpose/Background: The School of Nursing at San Francisco State University prepares students to be safe, competent and excellent professional nurses accountable for their practice. As nurses are expected to adhere to regulatory and professional standards such as those set forth in the California Nursing Practice Act and the ANA Code of Ethics for Nurses, all students are expected to adhere to professional standards. Professional behavior is expected in the classroom, laboratory and clinical settings. Students are expected to abide by University, College of Health and Human Services and School of Nursing (SON) policies and procedures as well as individual faculty requirements (as described in course syllabi). All students entering the nursing program are expected to be familiar with and follow these policies.

The School selects its candidates carefully for entry into the profession and advanced practice within the profession of nursing. As the School of Nursing sets standards for professional practice that represent high academic and professional expectations to assure safe and competent professional practice, faculty will work closely with students to assure their success in the program and their progression in achieving high professional standards. Students will be evaluated in relation to their academic achievement (grades), clinical practice and professional behavior. Additional information about grading, academic standards and other student expectations can be found in the current San Francisco State University (SF State) Bulletin and the graduate student handbook available on line. Course syllabi also contain student expectations and should be reviewed carefully.

To assist students and assure fair treatment of all students, the School of Nursing has an Academic Review Committee that will review and act on faculty recommendations related to SON policies regarding student performance and student petitions. The Committee generally meets monthly during the Academic Year (September, October, November, December, February, March, April and May). Thus, events that occur at the end of one semester cannot be addressed until the start of the following semester. The student will be notified of the Academic Review Committee's decision by the Director of the School of Nursing or designee. Thus, students may need to wait a semester before resuming their nursing program.

ATTENDANCE POLICY

Attendance: Classroom, laboratory and other clinical experiences are essential components of the learning experience.

1. Attendance is required at both on and off-site clinical experiences (clinical settings, laboratories, etc.).
2. Students are expected to come on time and complete the required hours unless excused by the faculty of record. Faculty will determine whether or not alternative assignments can or will be used to meet clinical requirements.
3. Clinical absences may jeopardize the student's ability to achieve the course objectives and thus successfully complete the clinical course.
4. Students are responsible for notifying the faculty and agency of lateness or absences when such cannot be avoided prior to the scheduled time or as soon as possible after an emergency.

MONITORING ACADEMIC PROGRESS

As students prepare for a career as a professional nurse or for an advanced practice role, they are expected to monitor their own performance. In the nursing program, students are expected to assess their own progress, learn essential professional skills and assure their success in the program.

1. Students should regularly self-assess performance (both class/theory and clinical experiences) and discuss their performance routinely with the course faculty and their advisor. It is recommended that the student visit with their advisor at least once every semester.
2. If unusual situations arise that may interfere with academic or clinical performance, the student should discuss the situation with their faculty or advisor as soon as possible.
3. Students are expected to actively participate in their learning including following through and documenting actions taken in response to recommendations made by course faculty and/or advisors.
4. Accurate self-assessment and appropriate help seeking are professional behaviors expected of all students in all courses.

CLINICAL REQUIREMENTS

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

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

PROFESSIONAL PERFORMANCE EXPECTATIONS

Students may be dismissed from a course or the program if they behave unprofessionally or engage in unsafe conduct.

1. Examples of unprofessional behavior that may result in course failure or dismissal from the program include:
 - a. Academic dishonesty.
 - b. Falsification of patient records.
 - c. HIPPA violations.
 - d. Failure to adhere to safe nursing practice principles (infection control and medication administration for example).
 - e. Inability to recognize own limitations and failure to seek appropriate direction, guidance or support in a timely manner (especially sensitive patient situations).
 - f. Inadequate preparation for clinical responsibilities.
 - g. Dishonest communications with clients, families, faculty or agency personnel.
 - h. Denying responsibility for one's actions and participation in actions that may jeopardize the safety of patients, peers, faculty and others in the clinical setting or classroom.
2. A student will be suspended from the clinical experience immediately if, in the professional judgment of a faculty member, the student has demonstrated unsafe practice in a clinical/laboratory area or exhibited unprofessional behavior.
3. The faculty member who suspended the student will immediately notify the Director of the School of Nursing (or designee).
4. The Director will discuss the situation with the student and faculty member in an attempt to resolve the problem as soon as possible after the incident occurs.
5. If the situation results in a course failure, those procedures should be followed.
6. If additional action is required, the Director and the Academic Review Committee will inform the student of decisions, next steps and options.

University standards for student conduct and related policies in the University Bulletin should also be followed including disruptive and threatening behaviors, harassment and substance abuse.

Impaired Nursing Student Policy

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

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

Procedure:

- (1) This policy and the BRN Guidelines for Schools of Nursing in Dealing with the Matter of Nursing Students Impaired by Chemical Dependency and Emotional Illness (8.12) will be posted on the SON web site for student access.
- (2) If the student self identifies that they have a substance abuse, mental illness or problem with excessive stress, they will be referred to Student Health Services, SFSU Counseling (in Student Services Building Room 208; 415-338-2208; <http://www.sfsu.edu/~psyservs/>) or their own private physician for evaluation and treatment. Once evaluation is complete, the director or the associate director and the faculty will decide with input from the physician or therapist, if the student is able to return to his/her clinical learning experience and/or classroom learning with or without restrictions. The student must submit a plan for relapse prevention and the SON may request progress reports of rehabilitation and/or therapy from the student's provider.
- (3) If the student does not self identify the following procedure will be followed.
 - a. If faculty identifies a student experiencing signs and symptoms of substance abuse, mental illness or excessive stress, he/she will immediately remove the student from the classroom or clinical area.

The faculty will assess whether this student is suicidal, homicidal or gravely disabled and requires police intervention and transportation to a mental health facility. If faculty cannot assess the student or feels harm is imminent, he/she must immediately call 911 or initiate emergency protocols per the clinical facility's procedures. If the faculty feels harm is not imminent, he/she should escort the student to the ER for further evaluation and/or treatment.

If the faculty feel harm is not imminent and need assistance with this decision, and are on campus, they may call the non-emergency number for campus police (415) 338-7200 and an officer will evaluate the student. The faculty may wish to escort the student to campus police after class to protect the student's privacy or may feel it more appropriate to ask campus police to come to the classroom depending on the situation.

Signs and symptoms of substance abuse, mental illness or excessive stress include but are not limited to the following:

- Odor of alcohol or marijuana on breath
- Slurred or incoherent speech, hand tremors, lack of coordination, Chronic drowsiness or sleeping in class, forgetfulness, blackouts, altered affect, frequent sneezing
- Increased absenteeism, arriving late and wishing to leave early, frequently requesting time off, frequent complaints of injury or illness

- Unusually aggressive behavior, unreasonable resentment, overreaction to criticism, inflexibility, controlling behavior, irritability, suspiciousness, defensiveness, blaming, frequent conflicts
- Isolation and withdrawal, difficulties with interpersonal relationships
- Deteriorating appearance, unexplained weight loss or gain, excessive bruising
- Increasing numbers of errors and poor judgment in nursing care

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

c. A conference will be arranged as soon as possible between the faculty, student, chair of the student affairs committee, director and associate director to discuss student behavior.

d. The student will be referred to Student Health Services, SFSU Counseling (in Student Services Building Room 208; 415-338-2208; <http://www.sfsu.edu/~psyservs/>) or their own private physician for evaluation and treatment. Once evaluation is complete, the director, the associate director and the faculty will decide with input from the physician or therapist, if the student is able to return to clinical with or without restrictions. The student must submit a plan for relapse prevention and the SON may request progress reports of rehabilitation and/or therapy from the student's provider.

Student Hearings

Students who have been dismissed or wish to discuss other decisions made by the Academic Review Committee have the opportunity to discuss their status with the Academic Review Committee. They should send a request for a meeting along with a typed statement that contains the following information:

1. The course number, section, title, instructor, grade earned in course and semester completed.
2. Details of your concern. Be specific and cite examples that clarify your concerns.
3. Describe the attempts you have made to resolve your concerns.
4. Note the specific outcome you are seeking.
5. Should you wish to present other evidence at a hearing (e.g., a witness), identify the individual and how he/she relates to your concerns.
6. If you have documentation evidence to include with your statement that has not already been provided by you, attach it and explain its significance to your statement.

PETITION FOR READMISSION TO THE NURSING PROGRAM

1. Students have the right to petition the Academic Review Committee for re-entry into the program. Student Affairs handles petitions, ARC handles dismissals from the program.
2. All re-entry petitions will be processed by the Academic Review Committee in consultation with the Director.
3. Readmission into the program will be made on a space available basis; priority will be given to students in the following order: a) continuing students in good standing; b) students in good academic standing who withdrew for one semester for personal or health reasons; and c) students who were dismissed for academic reasons or unprofessional behavior.
4. Students who wish to re-enter the program after an absence of two semesters must apply to the University and give written notice to the School of Nursing at the time of application for re-admission (see University Bulletin for details).
5. Students who withdraw from a practicum in progress will be given future placement on a space available basis only.
6. Students who discontinue enrollment in the University for more than two semesters must follow the San Francisco State University policy of readmission to the Nursing Major.

STUDENT APPEAL FOR GRADE CHANGE

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

1. Review the grading policy grading policy and criteria in the syllabus. (Students are encouraged to work closely with faculty throughout the semester to assure understanding of the grading policy and their performance.)
2. It is assumed that the grade assigned is correct and thus, the student appealing the grade must justify the need for a change of the grade assigned.
3. Attempts to resolve grade grievances should be resolved informally between the student and faculty involved.
4. A student who believes s/he has been assigned an improper grade should meet with the instructor of record and together review the grading procedures used to determine the grade assigned on the student's transcript. If, after careful review of the grading procedures, the student is still dissatisfied, or if the instructor of record refuses to take part in the informal process, the student would then meet with the faculty member or director.
5. If there is still no resolution at this time, the student may then initiate the formal grade appeal process.

GRADE APPEAL PROCESS

Grade Appeal Practices and Procedures

S04-230

(formerly Academic Senate Policy 1G)

*NB: page 2 paragraphs 4-6 have been rewritten for increased clarity, and a mid-semester deadline for grade appeals has been added to a paragraph numbered 1. A phrase was removed from the very last paragraph on page 4 so now all grade appeals are reported to the AAVP.

Preface

The AAUP Statement of Principles on Academic Freedom and Tenure establishes the following principles in assigning grades: (1) the faculty has the responsibility for the assignment of grades; (2) students should be free from prejudicial or capricious grading; and (3) no grade may be assigned or changed without faculty authorization. It provides, in relevant part, that administrators should not “substitute their judgment for that of the faculty concerning the assignment of a grade. The review of a student complaint over a grade should be by faculty, under procedures adopted by faculty, and any resulting change in grade should be by faculty authorization.”

This revised policy on grade appeals practices and procedures supersedes AS Policy #1G (November 8, 1981) and conforms to Chancellor’s Office Executive Order No. 792 – Grading Symbols, Assignment of Grades, and Grade Appeals (November 12, 2001).

Definition of Terms

1. **Appealable Grade:** A grade is appealable when the grade assigned as a final course grade does not reflect what the student has earned according to the criteria for grading as outlined by the instructor of the course.
2. **Instructor of Record:** The instructor of the course, thesis, project who is responsible for evaluation and determination of the final grade.

Introduction

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

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

2. It shall be assumed that the grade assigned is correct and that the student appealing the grade must justify the need for a change of the grade assigned.
3. Procedural questions (e.g., allegations of improper grade appeal procedure) shall be referred to the University Counsel or designee, but the evaluation of the extent to which the instructor's grading criteria were or were not followed will not be conducted beyond the college level.
4. Normally, grade appeals should be resolved informally between the student and faculty involved. A student who believes he/she has been assigned an improper grade, as defined in definition of terms, should meet with the instructor of record and together review the grading procedures used to determine the grade assigned on the student's transcript. If the student and instructor are unable to resolve their differences, the department chair or designee will attempt to serve as mediator working with the individuals to resolve the dispute.
5. If the instructor of record refuses to take part in the informal process described in the paragraph above, or if following this process the student is still dissatisfied, the student may initiate the formal grade appeal procedure.

Formal Grade Appeal Procedure

The following steps define the progress of the formal grade appeal procedures.

1. Formal grade appeals must be initiated by the student by the end of the eighth week of the semester following the award of the grade. The instructor may change a grade if it is found that there was an error, work was overlooked, etc. Except for changes made by the instructor, grades shall not be changed except through the appeal process.
2. Normally, any differences of opinion between an instructor and student concerning a grade herein relevant should be resolved between the individuals involved. If the instructor of record will not be available within one semester, the department chair or designee may act in lieu of the instructor of record for the purpose of grade appeals. If the instructor and student cannot resolve their differences of opinion, the student must present a **written brief** outlining the problem and the area of disagreement to the department chair. After notification by the department chair that a grade appeal brief has been filed, the instructor must respond to the department chair in writing within **ten working days**. The department chair or designee will attempt to serve as mediator working with the individuals to resolve the dispute. If this mediation proves unsuccessful, the department chair shall forward the student's brief to the college dean.
3. The college dean or designee will review the findings to date and will attempt to act as a mediator in resolving the dispute. If mediation at the college level does not lead to resolution, then a ~~college~~ Grade Appeal Committee shall be formed by the college dean within ten working days. This committee shall include the following persons:
 - Three qualified faculty¹ members from the college: one selected by the instructor of record, one by the student appealing the grade², and one by the college dean.

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

4. All pertinent data, papers, records, etc., together with written briefs, will be submitted to this committee for study. Both student and instructor will have permission to view, but not copy, all materials

used by the committee. The committee may meet individually or collectively with those involved in its quest for determination, and the Committee may choose to continue mediation efforts. Each party may bring another person with them as support or spokesperson at any stage in the process. The student or instructor has the option of meeting with the Committee without the other party present.

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

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

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

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

WITHDRAWAL POLICY

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

1. Discuss their withdrawal with the faculty teaching the course and their advisor.
2. Students withdrawing from the University should submit a letter to the Director of the School of Nursing. The letter should follow the following format: address to the Program Director, state the reason for leaving, date and sign the letter. Students should also inform their advisor.
3. Be aware that when they withdraw from a course or courses they will need to apply to the School of Nursing's Academic Review Committee for reinstatement in the program.
4. If reinstated, the student will take the course or courses on a space available basis; a space in the program is not guaranteed.
5. The faculty of record is NOT responsible for withdrawing the student from the class list.

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

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

1. The medication calculation exam is taken in NURS 314 (Nursing Interventions Practicum) prior to the first clinical rotation, NURS 313, and prior to beginning each clinical experience (NURS 323, 335, 337, 445, and 557).
2. Notes, books and other aides are not permitted.
3. Students must pass the exam at the level specified in the course syllabus.
4. Students will be allowed three attempts to pass the exam.
5. Students who do not pass the exam on the third attempt may not continue with the clinical course.
6. Students who do not pass the exam on the third attempt will receive an F for the course in which the exam is taken (see policy and procedure re one course failure).

Assessment Technologies Institute (ATI) Exams (Pre-Licensure Students Only)

As students are required to pass a state licensure exam (NCLEX) to demonstrate safe practice, the School of Nursing provides opportunities for students to have practice and assess core knowledge in the content and processes for the NCLEX exam. Students:

Perhaps we should include that this is self directed learning where content may or may not completely overlap with theory coursework.

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

CLINICAL ATTENDANCE POLICY

Background:

Students are required to complete a proscribed number of clinical hours related to the following content areas: 1) fundamentals of nursing (geriatrics), 2) medical/surgical, 3) pediatrics, 4) obstetrics, 5) psychiatric/mental health, and 6) community health. In addition, to attain a Bachelor of Science Degree in Nursing each student must complete a capstone nursing practicum during their last semester in the pre-licensure nursing program.

Purpose:

The purpose of this policy is to describe the clinical attendance policy of the School of Nursing for all pre-licensure students.

Procedure:

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

Academic Standards

Safe, competent, and quality nursing practice rests on knowledge from the humanities, natural sciences, social sciences, and nursing sciences. Thus, the School of Nursing maintains high academic standards.

1. Students must receive a grade of at least C- in all nursing courses.
2. Grades of less than C- or no credit (NC) are not acceptable (see procedures that follow).
3. **One failing theory grade** (less than C- or NC in a theory course).
 - a. A student who fails a theory course (non-lab, non-clinical) may register for the course the next semester it is offered (see below).
 - b. Students retaking a course may do so on a space available basis and with the permission of the faculty teaching the course.
 - c. Students have the right to appeal a grade (see section that follows).
 - d. Students retaking a course must do so at the campus where they are enrolled (Cañada College or San Francisco State University).
4. **One failing lab or clinical grade** (less than C- or NC in a lab or clinical course).
 - a. A student who fails a lab course, clinical course, or a theory/lab combined course may be required to retake theory courses as well as the failed clinical course on recommendation of the faculty teaching the clinical course to the Academic Review Committee.
 - b. A student who fails (less than C- or NC) must petition to the Academic Review Committee to retake the clinical course and continue in the program.
 - c. The Academic Review Committee will review each clinical course failure along with any faculty recommendations to determine which courses the student should take.
 - d. Students have the right to appeal a grade.
 - e. Students retaking a course must do so at the campus where they are enrolled (Cañada College or San Francisco State University).
 - f. Students retaking a course may do so on a space available basis and with the permission of the faculty teaching the course.
5. **Two Course Failures**
 - a. Students who receive two failing grades (less than C- or NC) in nursing courses will be disqualified and thus dismissed from the nursing program.
 - b. Failures may be in two different nursing courses or the same nursing course taken twice.
 - c. Students who fail two courses may not apply for reinstatement in the program.

PATIENT CONFIDENTIALITY (HIPAA) POLICY

Background:

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

Purpose:

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

Procedure:

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

Type of Violation	Process	Corrective Action	Notification
I. Inadvertent or accidental breaches of confidentiality that may or may not result in the actual disclosure of patient information. For example, sending/faxing information to an incorrect address OR Failure to follow existing policies/procedures governing patient confidentiality. For example, talking about patients in areas where others might hear, failure to obtain appropriate consent to release information, or failure to fulfill training requirements.	Discussion between instructor and student.	Re-education and/or process improvement.	Written communication between instructor and student to be placed in student file.
II. Repeat Offense	May range from discussion between	May vary from re-education to disciplinary	Written communication between instructor and

Type of Violation	Process	Corrective Action	Notification
	instructor and student to Associate Director or Director of the School of Nursing convening a committee to address corrective action.	actions such as: a) reprimand; b) removal from clinical site; c) failure of the clinical course; or d) dismissal from the nursing major depending on the severity of the offense.	student will be included in student record. Notification of the following: 1. Level Coordinator, 2. Director and Associate Directors of the School of Nursing, 3. Student Affairs Committee
IV. Inappropriately accessing a patient's record without a need to know. For example, accessing the record of a friend or family member out of curiosity without a legitimate need to know the information.	May range from discussion between instructor and student to Associate Director or Director of the School of Nursing convening a committee to address corrective action.	May vary from re-education to disciplinary actions such as: a) reprimand; b) removal from clinical site; c) failure of the clinical course; or d) dismissal from the nursing major depending on the severity of the offense.	Written communication between instructor and student will be included in student record. Notification of the following: 1. Level Coordinator, 2. Director and Associate Directors of the School of Nursing, 3. Student Affairs Committee
V. Accessing and using patient information for personal use or gain or to harm another individual.	Notification to Associate Directors and Director of the School of Nursing. Director of the School of Nursing convenes committee to address action.	May vary from re-education to disciplinary actions such as: a) reprimand; b) removal from clinical site; c) failure of the clinical course; or d) dismissal from the nursing major depending on the severity of the offense...	Written communication between instructor and student will be included in student record. Notification of the following: 1. Level Coordinator, 2. Director and Associate Directors of the School of Nursing, 3. Student Affairs Committee

5. Students may appeal any disciplinary action by filing a formal appeal with the School of Nursing Student Affairs Committee.

NURSING STUDENT INJURY WHILE IN THE CLINICAL SETTING

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

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

Procedure:

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

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

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

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

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

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

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

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

(4) The faculty needs to fill out the Work Related Report of Injury/Illness (**RM 3067**) and fax or deliver to Human Resources Safety and Risk Management office *within 24 hours of the exposure/injury* (415) 338-2498. The Work Related Report can be obtained from the School of Nursing or the Human Resources Safety and Risk Management office (ADM 252). The instructor is considered the "supervisor" on the Supervisor's Report form.

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

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

NSA at SFSU
Nursing Students Association at San Francisco State University

SFSU School of Nursing
1600 Holloway Ave., Burk Hall 357
San Francisco, CA 94132
nsaofficers@yahoo.com

October, 2010

Dear fellow nursing students,

Congratulations, and welcome to the nursing program at SFSU!

The Nursing Students Association (NSA) is your campus organization. We are a professional organization, recognized by the National Student Nursing Association (NSNA) and its constituent, the California Nursing Student Association (CNSA). One of the main goals of NSA is to promote and provide a sense of community within our nursing department. We also act as an advocate for nursing students, facilitate communication among students and faculty, plan social events, provide health-related volunteer opportunities, and fundraise for nursing student activities. All nursing and pre-nursing students are welcome to attend any and all NSA meetings and events, whether or not you are an official member.

To become an official member of NSA at SFSU, you must join NSNA, which will also grant you membership to the CNSA, and then submit a copy of your membership card to the NSA at SFSU Secretary. This can be done at an NSA meeting or by dropping it off at the NSA mailbox in the School of Nursing office.

Information about the time and location of NSA meetings, as well as current topics relating to nursing students and NSA can be found on our website: www.nsasfsu.org.

You can also keep up with news and events on our **Facebook page: NSA at SFSU**.

Most of the discussions and planning take place via our **Google Group**. This is also where volunteer, leadership, and job opportunities get posted. This is the best way to stay on top of NSA business, although there is sometimes a high level of email traffic. Join us by visiting www.groups.google.com, then search "**NSA at SFSU**." Click on any link that says "NSA at SFSU," then click "Apply for group membership" on the right-hand side.

If you have any questions or suggestions, you can reach us at nsaofficers@yahoo.com.

On behalf NSA, welcome.

We look forward to your involvement.

October, 2010

Dear fellow students,

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

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

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

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

sequoiansa@yahoo.com

Warm Regards,
Sequoia Nursing Student Association

Nursing School Survival Tips

Words of Advice from Current Students

SOCIAL

- Build your social network starting from Day 1. This can include classmates, professors, or anyone else from school, work, or volunteer experiences. This network will be useful for future connections in terms of career, but more importantly, to enjoy your time as a nursing student.
- Join a study group to help reinforce the material and to optimize time through collaborative work in building study guides.
- Sign up to get matched with a mentor. Your mentor will be a student in a higher level who could pass on valuable tips for exams and give you the inside scoop on professors and clinical sites. For more information or to sign up, e-mail us at nsaofficers@yahoo.com. [SFSU-specific]
- Warn family and friends that you might be a bit of a hermit during the semester and not to be offended by your absence.
- On the other hand, try NOT to be a hermit and accept support from family and friends. Remember, emotional health is just as important as physical and mental health.
- Take full advantage of your breaks; because, believe me, you'll need that time to decompress and recuperate: work, volunteer, learn another language, travel, pick up a new hobby, and reconnect with those non-school friends who you might not have seen since school started.
- When you learn something that your colleagues don't yet know, share what you've learned. It is up to you to create an environment of collaboration and not competition. Nursing school is infinitely more fun when you take a "we're in this together and for the long haul" approach with your peers.

SELF-CARE

- Make time for the things you love. Despite any feelings to the contrary, nursing school is only a *fraction* of your life. In order to maintain sanity and balance, you need to find outlets! Don't let cortisol build up chronically. Rock climb, run, yoga, walk, dance, cook, meditate. . . the list is endless.
- Engage in at least 30 minutes of exercise most days of the week. It helps to clear your mind, alleviate stress, and it will prepare you for the physically demanding aspects of nursing.
- Continue to be involved. You may have gotten into a nursing program which is admirable, but that is only one step toward your nursing career. Start building your resume now, because you never know how the job market will be when you're ready to apply. Get involved with NSA and volunteer, even if it's only for a day at a flu clinic.

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

TIME MANAGEMENT

- Organize and prioritize your time. Keep an up-to-date calendar to organize exams, pre-lab time, care plans (yes, they really do take at least four hours to complete!), reading assignments, other assignments, group presentations, skills lab (practice, practice, practice), study sessions, and social events. Start this early and try your best to stick to it.
- It's very difficult to play catch-up in nursing school. Literally, hundreds of pages of reading are assigned each week, plus you have group presentations and other assignments that are due. All the while, you'll be juggling clinicals and writing care plans each week. That's a lot to handle. If you need help managing your time, creating a study schedule, getting organized, or need to brush up on taking notes and those subsequent exams, contact the Campus Academic Resource Program (www.sfsu.edu/~carp1) for assistance. [SFSU-specific]
- Be clear about your assignments and what the professor is asking of you at the outset. If you need clarification, ask your colleagues first, then your professors. Set up a Google Group for your cohort to share information about assignments.

GENERAL

- Ask Questions. Speak up (diplomatically, of course). Your concerns are important and beneficial to you and the entire class.
- An important adjunct to coursework and clinicals is learning how to be a professional. As a nursing student, you are now stepping into a new role and representing the profession. Act accordingly. This professionalism should be evident in all arenas – whether it's interacting with professors, classmates, nurses, patients, or the bookstore clerk. Be aware (and beware) that you are constantly communicating, which means listening, interpreting correctly what the other person is saying, and saying what you actually mean to say.
- Be assertive at clinicals. This is not the time to hole up in the break room and update your Facebook page. There's always something that needs to be done, and the nursing staff would love for you to help. Offer your help to the nurses and support staff, ask to participate in procedures, or at the very least, ask them (and the patient) if you can observe. You could potentially learn more in one clinical day than you can in one week of reading a textbook.
- Stop taking yourself so seriously RIGHT NOW. You're already in the program, you were accepted into a highly competitive school and, barring major disasters, you will get through the next five semesters, graduate and pass the NCLEX. It may not be on the first try, and you may need to get used to the occasional "B" in your nursing courses. To those of you who are attached to perfection and 4.0 GPAs: Let that go ASAP. Nursing is not about perfection and absolutes. It is about adaptability and applying theoretical knowledge using critical thinking, sensitivity, and the strengths of your own individual personality on the fly. Impressing your instructors in school is

much less important than discovering your weaker areas and developing those to make you the best practicing professional once you're licensed.

- Some of the most important qualities of a nurse cannot be graded: that is, compassion and how you arrive at decisions. When you're talking to the family of a person (yes, a *person*, not just a patient) who is terribly ill, those loved ones don't give a damn about your grades or how pretty your PowerPoint presentations are. At the very least, you are here to learn the skills and theory you need to be a brilliant nurse, but don't lose sight of what will make you the best nurse this world has ever seen.
- Throw yourself with abandon into your endeavors, and use all of the positive aspects of your personality and talents to get the job done. This includes tapping into your creativity during presentations (role playing, anyone?) and interventions with your patients.
- Pick your battles. Learn to roll with the punches and prioritize what is most important to you. Each of us has a finite reserve of energy to expend on school – allocate it wisely! Patients, clinical instructors, professors, and administrators may not always make what YOU might consider to be the best decisions. Everyone, including you, makes mistakes. Practice forbearance. After the hurricane blows over, all you are left with is your conduct. Nothing is really that important, because the universe has a way of averaging out advantages and disadvantages in the final analysis. Be flexible.
- When you come across a less-than-ideal situation in class or clinicals, transform that into an opportunity to learn. Ask yourself: How can this enhance my own education? Where can I create or find a learning experience if my assigned nurse/clinical instructor/professor isn't providing me with one that I expect?
- Don't be embarrassed by your mistakes. Make them boldly and with dignity, so that you and everyone around you have an opportunity to learn from them, and clearly remember afterwards how and why NOT to do something. If you don't know something, it is almost certain that several other people in your classroom or clinical setting don't know it either, so ASK. The only shame is in pretending to know something you don't and compromising a patient's care because you were too proud or afraid to "embarrass" yourself.
- Be self-reflective. At the end of each day, ask yourself: What could I have done differently, and how would that have changed the outcome for better or for worse? Nobody knows you better than *you*. Listen to yourself and what your feelings, gut, intuition are telling you.
- Don't shrink back from stating your opinion or position because you are new, inexperienced, or subordinate – the truth shall set you free.
- Keep your sense of humor at all times. There will be occasions when you feel overwhelmed, despairing, exhausted, angry, or scared; however, you can laugh about anything to take away its

power over you. No matter how hopeless things may seem in the moment, always remember:
"This, too, shall pass. . . "

Congratulations, and welcome!