School of Nursing
2021-2022 Student Handbook

Welcome

Dear Undergraduate and Graduate Nursing Students,

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

Sincerely,

The Faculty and Staff of the School of Nursing

LETTER FROM NURSING STUDENTS ASSOCIATION AT SAN FRANCISCO STATE UNIVERSITY

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

April 2018

Dear fellow nursing students,

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

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

- Advocating for nursing students

- Facilitating communication among students and faculty

- Planning social events

- Providing health-related volunteer opportunities

- Fundraising for nursing student activities

- Providing tutoring and mentoring services

- Improve skills in leadership, teamwork, and organization

Our association holds weekly meetings where all nursing and pre-nursing students are welcome to attend and learn more about topics ranging from community events, volunteer opportunities, or new information regarding the professional nursing field. You must join NSNA to become an official member of NSA at SF State, which will also grant you membership to its constituent the CNSA and is mandatory in being eligible to participate in voting, volunteering, and holding NSA director and board positions. Your membership with the NSNA grants you access to the listed benefits, but will also provide you with other resources from the NSNA; such as various discounts, nursing journals, and scholarship information. Once you've purchased your membership you must submit a copy of your membership card to the NSA at SF State Secretary, which can be done at a NSA meeting or

by dropping it off at the NSA mailbox in the School of Nursing office.

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

You can also keep up with news and events on our **Facebook page:** "**NSA at SFSU**". This is where information such as mentoring, volunteering, community outreach, scholarship information, and job opportunities are posted.

All discussions, planning, and decision-making take place at meetings held on Fridays from 12 to 1. This is your best way to stay informed on current NSA happenings and involvement.

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

We look forward to your future involvement.

Sincerely,

San Francisco State University Nursing Student Association

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 Social Sciences policies and procedures and University policies and procedures. Graduate students also have a set of guidelines and directions for their work. All of this information can be found on University web sites. Please familiarize yourself with them. For a complete reading of the policy, please see the current San Francisco State University Bulletin.

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PUBLIC HEALTH NURSE CERTIFICATION

The public health nurse is a registered nurse who has received a certificate from the California BRN. He or she is an integral part of the public health community and provides direct patient care as well as services related to maintaining public health.

Apply Online - https://www.rn.ca.gov/pdfs/applicants/phnidform.pdf

Apply by mail - https://www.rn.ca.gov/pdfs/applicants/phn-app.pdf

GENERAL APPLICATION REQUIREMENTS

Public Health certification eligibility requires the possession of an active California registered nurse (RN) license.

Qualifying Criteria - METHOD A (abridged. See above web links for complete information)

Possession of a baccalaureate or entry-level master's degree in nursing from a nursing school accredited by the National League of Nursing (NLN) or the Commission on Collegiate Nursing Education (CCNE) which includes coursework in public health nursing, including a minimum of 90 hours of supervised clinical experience in a public health setting(s).

1. Completed Public Health Nurse (PHN) Certification and applicable fee.

2. Submit Request for Transcript Public Health Nurse Certification form, Official Transcript order form, and transcript fee payment to the Registrar's Office. Official transcript can only be issued by the Registrar's Office.

3. Once processed, the Registrar's Office will mail the Transcript Public Health Nurse Certification form along with official transcript directly to BRN.

4. Verification of training in the detection, prevention, reporting requirements and treatment of child neglect and abuse which shall be at least 7 hours in length and shall include but not limited to prevention techniques, early detection techniques, California reporting requirements and intervention techniques completed in a baccalaureate or specialized program in nursing or a course approved for continuing education (CE) by the Board of Registered Nursing. The course must include coverage of the California Reporting Law requirements per Section 11166.5 of the California Penal Code.

This last requirement is fulfilled during the Level 3 pediatrics course, NURS 410, Nursing Care of Children, by completing the two required online modules below.

Child Abuse Mandated Reporter Training – General (4 hours), http://mandatedreporterca.com/training/generaltraining.htm

Child Abuse Mandated Reporter Training – Medical Professionals (3 hours), http://mandatedreporterca.com/training/nurses.htm

Mandated Reporting - Elder and Dependent Adult Abuse and Neglect in California

Although not required for the PHN certificate, most people who work with elders or disabled adults are mandated reporters under state law. "Any person who has assumed full or intermittent responsibility for care or custody of an elder or dependent adult, whether or not that person receives compensation, including administrators, supervisors, and any licensed staff of a public or private facility that provides care or services for elder or dependent adults, or any elder or dependent adult care custodian, health practitioner, or employee of a county adult protective services agency or a local law enforcement agency is a mandated reporter." – California Welfare and Institutions Code Section 15630.

The California Department of Social Services provides an online 90-minute training here: http://cdss.ca.gov/MandatedReporting

This module is required during the Level 1, Health Promotion in Nursing Practicum (NURS 315).

ADVANCEMENT TO CANDIDACY

The student must resolve any admission conditions as soon as possible after beginning the graduate program. The Advance to Candidacy (ATC) form 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.

PROGRAM POLICIES

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

CLINICAL REQUIREMENTS

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

1. Must meet all hospital/agency health requirements including immunizations.

2. Must have background checks and, and for some agencies, fingerprinting.

3. Failure to meet agency requirements will result in the student's exclusion from the clinical setting (see attendance policy).

4. Are expected to dress in a professional manner as defined by the course faculty and the agency.

5. Must wear identification, provided by the agency or the School of Nursing, at all times in the clinical setting.

6. Demonstrate specific mental and physical abilities to successfully participate in the practice experience and provide safe, competent patient care. These abilities include: physical, emotional, cognitive and behavioral skills as reflected in the clinical course requirements. All students in the School of Nursing are expected to demonstrate these abilities and successfully complete other course requirements.

7. The evaluation of the student's ability to deliver safe, competent care is assessed by the faculty of record for 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 (DPRC) that will provide the School of Nursing with recommendations for student accommodations.

PROGRESSION THROUGH THE UNDERGRADUATE NURSING PROGRAM

Background:

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

Purpose:

This policy clarifies the standards to which prelicensure/undergraduate students are held throughout their experience in the School of Nursing. This policy applies to nursing students enrolled in any baccalaureate level course(s) including Entry Level MSN (ELM and ELM-A) students, advanced placement option students, and the baccalaureate nursing programs located on campus and at the remote locations.

Policies:

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

1. Clinical practice:

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

   b. Attendance: All pre–licensure/undergraduate nursing students must attend all scheduled clinical days. Missed clinical days cannot be made up. Clinical faculty will document missed clinical days and the documentation will be placed in the student's academic file. At the discretion of the faculty for the clinical course, students may be excused from a clinical day for the following reasons: 1) illness with a doctor's excuse, 2) family emergency with documentation or 3) other legitimate reason for missing clinical (determined by clinical faculty). One unexcused missed clinical day will result in a lowering of the course grade by a full letter grade. Two unexcused missed clinical days will result in failure to pass the course. Unexcused late arrival or leaving early

without permission of the clinical faculty constitutes unprofessional behavior. Clinical faculty will document instances of late arrival or leaving early and advise students about the behavior. Documentation of the advisement will be placed in the student's academic file (see the clinical classes' attendance policy).

c. Students must meet health requirements, background checks and other preclinical requirements prior to beginning the clinical rotation. Students who do not complete these requirements will be excluded from the clinical setting (see attendance policy above).

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

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

f. At each level of the baccalaureate program, students are expected to pass metrology tests to demonstrate their competency with medication calculations. Prior to each clinical rotation, metrology tests must be completed and passed with a minimum score of 90%. Three attempts will be allowed.

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

2. Academic Standards

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

b. Student must receive a grade of at least a C- in all nursing courses. A student in the pre-licensure portion of the ELM or ELM-A program must have a C or better which is the standard for all graduate students. A grade of less than C- or NC (no credit) is an

unacceptable grade and the student will not be allowed to continue in the program until the student petitions for readmission and is allowed to repeat the course. If permitted, the student may retake the course only once. The course must be taken at SF State University. Failure of two courses results in dismissal from the program with no option to petition for readmission.

c. By university policy, all level 1 writing courses (GWAR) must be passed with a grade of C or better.

d. The School of Nursing adheres to the university policy regarding decisions about taking courses as Credit/No Credit.

   http://bulletin.sfsu.edu/policies-procedures/grading/)

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

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

g. Reinstatement 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.

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

i. Students are expected to adhere to professional and ethical guidelines as identified in the individual course syllabi. Students may be dismissed from a course and the program if they behave unprofessionally. Examples of unprofessional behavior that may result in course failure or dismissal from the program include: academic dishonesty, falsification of patient records, HIPAA violations, failure to adhere to safe nursing practice principles (infection control and medication administration for example), inability to recognize own limitations and failure to seek appropriate direction, guidance or support in a timely manner (especially sensitive patient

situations), inadequate preparation for clinical responsibilities, dishonest communications with clients, families, faculty, or agency personnel, denying responsibility for one's actions and participation in actions that may jeopardize the safety of patients, peers, faculty, and others in the clinical setting or classroom.

j. Students will be dismissed from the clinical experience immediately if, in the professional judgment of the faculty member, the student has demonstrated unsafe practice or exhibited unprofessional behavior. The faculty member will immediately notify the Director of the School of Nursing of the action taken. The evaluation of the student's ability to deliver safe, competent care is assessed by the faculty of record who, in collaboration with the Director of the School of Nursing or designee, will determine the effect of the student's dismissal for the clinical experience on the student's grade and status in the program

Amended and approved by faculty 5/27/09
Revised by Student Affairs Committee and approved by faculty 3/16/2016; Reviewed by Student Success Committee 4/25/18.

PROFESSIONAL BEHAVIOR OF NURSING STUDENTS POLICY

Background:

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

Purpose:

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

Procedure:

1. Demonstrates Professional Behavior:

    a. Avoids the use of profane language.

    b. Assumes accountability for one's self and one's nursing practice including assuming

responsibility for one's actions and behaviors, including civility.

   c. Is respectful to peers, staff, faculty and inter-disciplinary team members in all manners of communication.

   d. Does not harass or threaten other students, faculty, members of the healthcare team, or patients.

   e. Does not show disregard for the effect of one's actions on others.

   f. Collaborates collegially with others to provide quality nursing care.

   g. Clearly and directly communicates, in writing and verbally, with instructor, clinical instructor, and advisors when the student is experiencing difficulties that affect coursework.

   h. Concerns are addressed directly, through a chain of command (instructor, advisor, level coordinator, director).

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

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

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

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

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

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

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

   p. Delivers care in a non-judgmental way.

2. Provides Safe Care Based on Scientific Principles:

   a. Demonstrates adequate preparation for clinical responsibilities (e.g. Nursing Care Plan).

   b. Prepares for client care by acquiring theory and knowledge essential to specific nursing care of assigned clients (e.g., prepare drug cards, calculate drug dosages, describe treatment, look up procedures, etc.).

c. Implements safe care based on evidenced based practice, (e.g., asepsis, protection from physical and psychological injury, correct medication administration).

3. Demonstrates Ethical Behavior:

a. Maintains confidentiality of all client, family, and agency information in accordance with HIPAA. Complies with mandatory reporting.

b. Informs instructor or staff of any unsafe practices observed in any school related setting.

c. Refrains from, and reports any incidences of, cheating, plagiarism, or any other form of dishonesty.

d. Adheres to Title V, Article 2, section 41301 (Standards for Student Conduct) and all other San Francisco State University policies regarding student conduct.

Failure to meet one or more of the objectives may constitute grounds for failing and dismissal from the major.

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

- SF State School of Nursing Student Handbook, 2016.
- American Nurses Association (ANA) 2015. Nursing Scope and Standards of Practice 3rd Edition. ANA: Silver Springs MD.
- American Nurses Association (2015). Code of Ethics for Nurses with Interpretive
- Statements. ANA: Silver Springs MD.
- CCNE (2008). Essentials of Baccalaureate Nursing Education
- Board of Registered Nursing Policies related to nursing programs 8.8.1, 8.12
- Faculty Manual Cheating and Plagiarism http://www.sfsu.edu/~vpsa/conduct/standards.html

STUDENT BACKGROUND CHECK POLICY

Background:

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

Purpose:

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

Procedure:

1. All students entering the nursing major will be required to have background checks done by an agency (hereafter known as "the agency") contracting with the School of Nursing to provide the service prior to beginning their first semester of the nursing major. Students will be informed as to which agency to contact to have the background check performed. Those students not obtaining the background check prior to the beginning of the semester may be dismissed from the major.

2. Each student is responsible for paying for the background check per the payment policies of the agency.

3. The agency will provide any information to the School of Nursing.

4. Pre-licensure students will not be denied placement in theory courses based on the results of a background check. However, if a clinical agency refuses to allow the student to do their clinical work at the agency and no other clinical sites are available or willing to accommodate the student, the student will be asked to withdraw from the nursing major.

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

Approved by Faculty 3/16/2016; Reviewed by Student Success Committee 4/25/18

CHAIN OF COMMAND FOR STUDENT-FACULTY COMMUNICATION

Background:

Every organization has a chain of command. The chain of command in its simplest definition is the line of authority and responsibility along which communications are passed within an organization such as a nursing department, the hospital, and between different units. Faculty, staff, and nursing students are expected to observe professional standards for communication in all interactions.

Purpose:

The purpose of this policy is to assist faculty, staff, and nursing students to maintain appropriate professional communication and to respect the chain of command in the School of Nursing.

Chain of Command for course- related issues

In the event a student in the School of Nursing needs to communicate a concern, need, or issue relating to courses/clinical expectations/experiences, the student must follow the designated chain of command. In order to meet all students' needs timely and appropriately, the student will respect the appropriate chain of command as follows:

Step 1: The student will discuss his/her concern/need/issue with the **faculty member of the course/clinical** with whom s/he is having an issue.

Step 2: If the concern/need/issue is not resolved, the student may bring the concern to the **level coordinator** for the course/clinical the student and the **student's academic advisor.**

Step 3. If the concern/need/issue is not resolved, the student may bring the concern to the **program coordinator.**

Step 4: If the concern/need/issue is not resolved, the student may bring the concern/need/issue to the **Associate Director or the Director of School of Nursing**.

Step 5. If the concern/need/issue is not resolved, the student may bring the concern to the **Associate Dean of the College of Health and Social Sciences.**

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│   Faculty member of the     │
│       course/clinical       │
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│   Level coordinator for the │
│ course/clinical the student │
│ and the student's Academic  │
│           Advisor           │
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│     Program Coordinator     │
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│  Associate Director or      │
│  Director School of Nursing │
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│ College of Health and       │
│ Social Sciences             │
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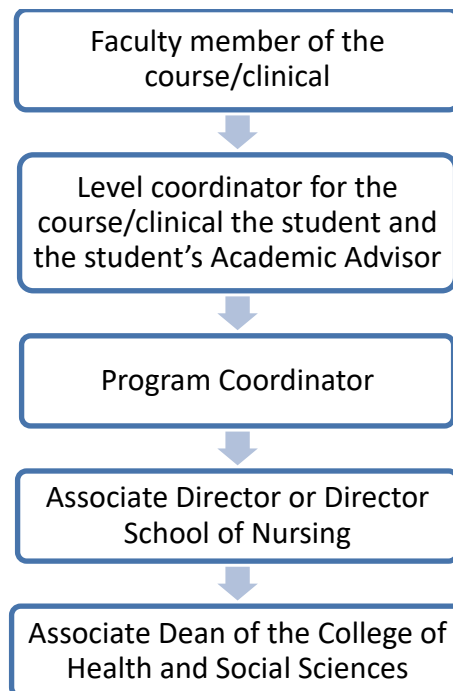
Reference: Massachusetts College of Pharmacy and Health Sciences (MCPHS) University School of Nursing, Undergraduate Student Handbook 2016 Revised 4/21/16.

Reviewed and Approved by SF State School of Nursing Faculty 10/2016; Reviewed by Student Success Committee 4/25/18.

CHALLENGING/WAIVER/COURSE SUBSTITUTION POLICY

Background:

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

Purpose:

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

Procedure:

1. Waiver (credit for previous courses taken)

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

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

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

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

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

2. Credit by Examination

   a. Students must be regularly enrolled during the semester they earn credit by

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

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

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

d. Students must register for the course that they want to challenge in order to take the challenge exam(s). The challenge examination is comprehensive and must be completed within the first 2 weeks of the academic term. If the score is less than 70%, the student must remain registered for and take the course during that semester. If the score is 70% or above, the student does not have to attend the class but must register and pay for the course. Credit or the letter grade reflective of the score on the challenge exam and appropriate grade points are recorded on the student's record at the end of the semester. It is the student's responsibility to choose the credit or letter grade option when registering for the class.

3. Credit by Evaluation

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

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

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

POLICY FOR PREVIOUS EDUCATION IN THE FIELD OF NURSING, INCLUDING MILITARY EDUCATION/EXPERIENCE
PRE-LICENSURE COURSE CREDIT BY EXAMINATION

Background:

San Francisco State University School of Nursing Policy Compliance with BRN Regulations for Awarding of Credit for Previous Education or Other Acquired Knowledge, Including Military Education and Experience.

Policy

San Francisco State University School of Nursing (SoN) complies with the California Board of Registered Nursing (BRN) regulations regarding compliance with SB466 as follows:

1. For information, California SB 466 is linked here. California SB 1348 is linked here. CSU Executive Order 1036 is linked here. The SF State Academic Policy S16-031 is linked here.

2. SF State SoN policy allows the awarding of course credit for previous education or other acquired knowledge, including military education and experience. This practice applies to all students, including those who have served or are serving in the United States Armed Forces.

3. Applicants for credit by examination will be held to all existing BSN program requirements, including admission requirements, prerequisite courses, supporting courses, courses in the major, and graduation requirements.

4. The campus nursing webpage listing information on its programs shall provide a link identified as "Information on the awarding of course credit for previous education or other acquired knowledge, including military education and experience" that directs to the student handbook (or has a PDF of the policy and procedures) that outlines program procedures related to this policy.

5. A form outlining the procedures will be provided and kept as a record in the student's file.

6. Credit may be earned by examination for only the selected BSN program courses listed below. Cognitive, affective, and psychomotor knowledge and skills within the course will be included in the examination. Thus, depending upon the course to be challenged under the Credit by Examination policy, the examination may be written and/or involve demonstration of practical skills.

   - NURS 311 Human Development and Health Assessment – Lab

   - NURS 314 Health Promotion in Nursing-Theory

PROCEDURES FOR AWARDING OF CREDIT FOR PREVIOUS EDUCATION OR OTHER ACQUIRED KNOWLEDGE, INCLUDING MILITARY EDUCATION AND EXPERIENCE

Pre-licensure Course Credit by Examination Process, Timeline, and Documentation

1. If an admitted student thinks he/she has previous education or other acquired knowledge for which SF State-SoN credit by examination may be awarded, the following process must be followed.

2. Admitted and enrolled (matriculated) students, within 4 weeks of acceptance into the BSN program, must notify the Assistant Director for Undergraduate Program in writing (email is acceptable) of his/her request to seek course credit for previous education or other acquired knowledge. The student must specify the course for which course credit by examination is sought.

3. The Assistant Director for Undergraduate Program will notify the student of required materials that must be submitted, including documents and other evidence of previous education and/or other acquired knowledge. The Assistant Director for Undergraduate Program will also notify the student of required meetings with SoN representatives such as the Program Director and academic advisor.

4. The student must submit required materials, documents, and evidence (e.g., transcripts, syllabi, and/or training certificates) to the Program Director within 6 weeks of acceptance to the program.

5. The Assistant Director for Undergraduate Program will review submitted materials and make a determination as to whether the student is eligible to pursue credit by examination. The student will be notified of the determination within 2 weeks of receipt of the above materials by the SoN.

6. The Assistant Director for Undergraduate Program will arrange for students who are eligible to pursue credit by examination to complete the required examinations/competencies for each course being challenged under the Credit by Examination policy. Written and skills performance examinations/competencies will be the same as those taken by students enrolled in the course being challenged. The student will be given information relevant to pertinent course syllabi, learning outcomes, textbooks, and reading assignments. The student will be informed as to the nature and topics of examinations, whether theory (written) or practical (e.g., psychomotor, cognitive, and/or affective skill demonstration).

7. The challenge examinations and/or competencies must be completed within the first 2 weeks of the academic term.

8. The Assistant Director for Undergraduate Program will review the outcomes of a student's examinations/competencies within 1 week of their completion and determine whether course credit will be awarded or cannot be awarded based on the student's ability or failure to demonstrate knowledge/competency. A passing score is

required for all courses. In addition, a passing score of 90% is required for metrology tests. The Program Director will notify the student, Faculty of Record and Faculty Advisor of the decision, in writing, within 2 weeks. The student's individual educational plan will reflect adjustments made in response to the awarding of credit by examination.

Appendix A contains the Credit by Examination Documentation form that will be placed in the student's SoN academic file.

Appendix A
San Francisco State University School of Nursing
Credit by Examination Documentation Form

1. Matriculated (enrolled) student notifies the School of Nursing within 4 weeks of acceptance into the BSN program of his/her request to seek course credit for previous education or other acquired knowledge, including military education and experience and specifies course(s).
    _____ Yes _____ No

    _____   _____
    Assistant Director for Undergraduate Program Signature   Date

2. Student provides materials, documents, and evidence for consideration for a specified course(s) within 6 weeks of acceptance into the program.
    _____ Yes _____ No

    _____   _____
    Assistant Director for Undergraduate Program Signature   Date

3. The student adheres to the timelines noted in 1 and 2 above for consideration of request.
    _____ Yes _____ No

    _____   _____
    Assistant Director for Undergraduate Program Signature   Date

4. Student meets with undergraduate nursing advisor or designee as requested.
    _____ Yes _____ No

    _____   _____
    Assistant Director for Undergraduate Program Signature   Date

5. The Program Director reviews the materials, documents and evidence within 2 weeks of receipt of materials to the department and makes one of the following determinations:
    ___ Documentation requesting consideration for course credit by examination/competency is appropriate and complete (Attach documentation to this

form and place in student file).

___ Documentation requesting consideration for course credit by examination is inappropriate and/or insufficient to establish eligibility to sit for credit by examination/competency (Comment below with rationale for denial of the request).

Comments:

_____   _____
Assistant Director for Undergraduate Program Signature   *Date*

6. The Program Director arranges for the student to complete examination(s) demonstrating knowledge and/or skill competence specific to the course(s) being challenged. The examination(s) must be completed within the first 2 weeks of the term.
____ Yes ____ No

_____   _____
Assistant Director for Undergraduate Program Signature   *Date*

7. The Program Director or designee reviews the outcomes of the student's examinations/competencies, as well as other submitted materials and evidence, within 1 week of completion, and makes one of the following determinations and places documentation in student file.
___ Course credit is awarded. A passing score is required for all courses. In addition, a passing score of 90% is required for metrology tests.

___ Course credit cannot be awarded based on failure to demonstrate knowledge/competency

Comments:

_____   _____
Assistant Director for Undergraduate Program Signature   *Date*

8. Student, Faculty of Record and Faculty Advisor are notified by the Program Director of the decision within 2 weeks of the Program Director's decision. If a "cannot award credit" decision is made, the letter of notification will indicate the rationale behind the decision.
____ Yes ____ No

_____   _____
Assistant Director for Undergraduate Program Signature   *Date*

History

Developed and Reviewed by Task Force: 2.16.17; Reviewed by Curriculum Committee: 4.05.17. Approved by Full Faculty 5.03.17; Reviewed by Student Success Committee 4.25.18

POLICY AND PROCEDURE FOR GRADUATE COURSE WAIVER

Background:

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

Procedure:

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

1. The course content is such that it clearly meets the program's curricular requirements stipulated in the university Bulletin.

2. The course was taken at a regionally accredited higher education institution.

3. The course was completed after earning the baccalaureate degree.

4. The student earned an acceptable grade (C or better) in the course.

5. The course was either an upper division or a graduate course at the institution at which it was taken and must be acceptable to that institution's advanced degree program.

6. The course was not used to meet any other degree requirement either at the institution where it was taken or at San Francisco State University.

7. The course was not taken any earlier than seven years from the date the student is planning to graduate.

8. The sum of all credit-by-examination, extension, or transfer courses being proposed for inclusion on the Advancement to Candidacy (ATC) does not exceed six units in a 30-unit program (or twelve units in a 60-unit program).

9. The ATC, with the transfer course(s) on it, has been approved by the student's graduate advisor.

10. The ATC has been approved by the college graduate coordinator and by the Graduate Division.

The instructor of the course must bring this waiver request to the Curriculum Committee for

approval along with their recommendation for either approval or rejection. The Curriculum Committee will provide a final decision and place a copy of this decision into the student's file.

Resources:

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

Revised by Student Affairs Committee and Approved by Faculty 11.07.12; Reviewed by Student Success Committee 4.25.18

NURSING STUDENTS WITH DISABILITIES POLICY

Background:

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

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

Purpose:

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

Procedure:

1. Students who suspect they have a learning disability and have not been tested for one are encouraged to contact a learning specialist at the campus DPRC for a consultation.

2. For students who wish to be tested for other disabilities, the Student Health Center does provide physical (extra fee), vision, hearing examinations, and HIV testing for enrolled students.

3. Students who self-identify as having a disability, and who wish reasonable accommodation, need to provide the DPRC with detailed documentation of their disability. The DPRC will then evaluate the documentation and determine if the student

is eligible for reasonable accommodation(s).

4. Once the DPRC determines that a student is eligible for a reasonable accommodation, they will make a recommendation in writing that the student will bring to their instructor, and a copy will be placed in the student's file. Reasonable accommodations are those that do not alter essential program requirements or those directly related to any licensing requirements. Thus, some accommodation decisions need to be made cooperatively with both DPRC and faculty input. Examples of reasonable accommodations include but are not limited to: greater time allowances for exam taking, tape recording lectures, or use of a note taker during lectures.

5. Faculty may determine that an accommodation is not reasonable because it requires them to alter an essential feature of the curriculum. The faculty will contact the DPRC as soon as possible to discuss this concern.

6. A student who is denied an accommodation deemed reasonable by the DPRC has the right to file a grievance. The DPRC grievance procedure is available at www.sfsu.edu/~dprc/student.html.

7. All SoN student syllabi will include the SF State's statement regarding disability access:

   Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email (dprc@sfsu.edu)

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

Resources:

The Disability Programs and Resource Center (DPRC) http://www.sfsu.edu/~dprc/ CA BRN Director's Handbook

Approved by Faculty 10.03.12; Reviewed by Student Success Committee 4.25.18

NURSING STUDENT INJURY WHILE IN THE CLINICAL SETTING PROCEDURE

Background:

Students may be exposed to potentially dangerous micro-organisms and other hazardous conditions during clinical practical 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. Since Nursing students are not employee of the Hospital or University, students are neither eligible for nor entitled to Workers' Compensation benefits under Hospital's coverage or the University's coverage. Students will have to use their own insurance for coverage.

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 onsite 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 onsite ER. Preceptors should notify the level coordinator about the student's injury as soon as possible.

   If the injury/exposure is serious and there is no onsite 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 onsite 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 onsite emergency room and the facility cannot provide emergency treatment to the student, the student should immediately go to the nearest medical facility. 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, the student can be seen at the Student Health Center. For emergencies, the instructor must call 911 if the student is in class.

   The student must provide the instructor with a physician or nurse practitioner's work status report before being allowed to return to clinical.

2. The student should complete the incident form within 24 hours of the injury and submit it to Enterprise Risk Management ADM 260: https://erm.sfsu.edu/sites/default/files/Report%20of%20Incident%20or%20Accident.pdf

Procedure to Report a Hazard:

1. Student completes fields #1-6 of the Employee/Student Hazard Report and faculty or preceptor completes the form as Supervisor. Faculty should forward the form to the Director of School of Nursing. The completed form will be submitted to the Environment, Health, & Safety Department.

2. If the student needs treatment an Employee/Student Hazard Report must be completed prior to the treatment appointment.

Environment, Health, & Safety
Administration Building
Room 260
(415) 338-2565
e-mail: sfehs@sfsu.edu

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

Environment, Health, and Safety Office, Workers' Compensation Manager
Workers' Compensation Claim Form (DCW1) & Notice of Potential Eligibility Information Sheet
Work Related Report of Injury/ Illness Form
Workers' Compensation Benefit Frequently Asked Questions Handout
Kaiser on the Job clinic map

Approved by faculty 10.3.12; Reviewed by Student Success Committee 4.25.18

POLICY ON ACADEMIC CHEATING AND PLAGIARISM FOR STUDENTS

Background:

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

Academic Cheating:

Cheating is defined as using materials, including electronic devices, to obtain help in completing an assignment, report, quiz or exam that are not available to the entire class. Examples of materials include instructor manuals, solutions and questions for exams from previous semesters, lab reports or homework assignments from other students, notes or textbooks used for closed book exams, accessing ilearn or material download from ilearn (or

other course website) during an exam or quiz, and looking at someone else's work during an exam or quiz. Only materials provided to the class by the instructor, or materials the instructor explicitly gives the class permission to use, are allowed.

Plagiarism:

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

Requirement on Originality of Student Work:

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

Guidelines for Determining if Cheating or Plagiarism Has Occurred:

The instructor may suspect students of copying each other's' work if the work submitted by two or more students is highly similar or identical either in content or presentation of information. Students may be suspected of plagiarism if information is provided that is beyond the scope of the assignment or data assumed to be used, or if the writing style changes. You must submit your paper to Turnitin.com to check the similarity of reports and assignments turned in by students to past and current student work and to sources of information on the web or provided by the instructor. The instructor may suspect a student of cheating, whether on a homework assignment or an examination, if the student cannot explain both the details and principles used to generate the answer or explanation.

Turnitin.com

Turnitin is an Internet-based plagiarism-prevention service created that is used to check documents for unoriginal content. The results can be used to identify similarities to existing sources or can be used in formative assessment to help students learn how to avoid plagiarism and improve their writing.

How to Submit a Paper?

To submit a paper to an assignment on Turnitin, the user must log in and upload a file to an existing assignment. Assignments on Turnitin cannot accept student submissions until the assignment start date and time has passed. Once the due date has passed, the Turnitin for that assignment will no longer be available for students to upload their paper.

SUBMITTING A PAPER BY SINGLE FILE UPLOAD:

1. Start by clicking on the class name you would like to submit to after logging into

iLearn.

2. Click on the assignment name, and then click on the Submit button.

3. Select single file upload from the choose a paper submission method: pull down menu.

4. Click the Browse button and select the file to upload. Fill in the submission title field with the paper name.

5. Click upload to upload the file. A status bar will appear displaying the upload progress.

6. Review the preview panel. This is a text only version of the paper being uploaded. Confirm it is the correct version of the file to send.

7. Click the "submit" button. Warning: This step must be completed, or the submission is not finished. The paper will not be available to the student or the instructor.

After the submission has been completed on step 7 a digital receipt is displayed on screen.

How to Resubmit to an Assignment

Student may resubmit their papers on Turnitin as many times as they wish. Please follow the same steps as above when resubmitting your documents.

Note: Originality Reports for any resubmission that is made in an assignment that allows resubmissions will require an additional twenty-four-hour delay to generate.

**This applies to all submissions past the first submission made by any student user in any assignment.

For more information, please visit the Turnitin Website, and click on the student-training tab.

https://athelp.sfsu.edu/hc/en-us/articles/217105727-Submit-a-Turnitin-assignment

Procedure for Suspected Academic Cheating or Plagiarism Cases:

The instructor will discuss violations of this policy with the student(s) and then will inform the student(s) in writing of the charge and state the evidence. A copy will go to the School of Nursing Director and a record will be kept in the SoN office. The student must meet with the SoN Director to discuss the violation.

Penalty for Academic Cheating or Plagiarism:

Cheating and plagiarism are unethical, both academically and personally. In cases of academic cheating or plagiarism, no credit will be given for the assignment in question to all students involved in the incident, regardless of who instigated the cheating incident. Also, a letter describing the incident and all those involved in the incident will be forwarded to the Dean of Student Conduct of the University who enforces standards of student behavior,

under the State of California Code of Regulations, Title V, sections 41301-41304 through Executive Order 970, Student Conduct Procedures. This enforcement may include expulsion, suspension, or probation.

Examples of Academic Cheating (not a comprehensive list)

- When a student copies the work of another student, either entirely or in part, and turns in that work as his or her own.

- When a student knowingly permits another student to copy from his or her work.

- When a student turns in equations, explanations, diagrams, tables, graphs, figures, drawings or computer code obtained from the work of another student.

- When a student deliberately transforms borrowed sections of someone else's work in order to disguise their origin.

- When several students collaborate on a project and fail to inform the instructor of this.

- When a student uses homework solutions or lab reports or other assignments from a previous semester to complete assignments in a class or lab.

- When a student uses the internet or other services to post assignments to obtain answers to homework or laboratory questions.

- When a student accesses course materials on a course website, or downloads course materials to an electronic device and accesses those materials during an exam or quiz.

- Illicit procurement, purchase and/or selling of any testing materials & assignments

Examples of Plagiarism (not a comprehensive list)

- When a student uses content from other sources to complete his/her work or projects without proper attribution.

- When Internet or other resources are used verbatim and/or "cut and pasted" into students work regardless of whether they are acknowledged or not.

Cheating and Plagiarism have not occurred in these circumstances:

- When students have permission to collaborate on a project, and all collaborators are listed on the submitted work.

- When students receive advice from instructors or teaching assistants involved in the course, or from tutors for the course.

- When students engage in a general discussion of the nature of an assignment, the requirements for an assignment, or general implementation strategies for an assignment.

- When students engage in discussion of course concepts or solution strategies to prepare for an assignment or examination (but not for take home exams).

- When students share knowledge about solution strategies, or compare independent solutions to problems on homework or lab reports (but not for take home exams).

- When students use primary literature, books or allowable internet resources for an assignment if the source is properly attributed.

Adapted from the SF State Department of Chemistry and Biochemistry Policy on Cheating and Plagiarism June 2012 by M. A van Dam Nov 2012. Reviewed by Student Success Committee 4.25.18

SOCIAL MEDIA POLICY

Background:

The San Francisco State University School of Nursing (SoN) supports the use of social media to reach audiences important to the University such as students, prospective students, faculty and staff. The University presence or participation on social media sites are guided by university policy. This policy applies to the School of Nursing students who engage in internet conversations for school-related purposes or school- related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under the Health Insurance Portability and Accountability Act (HIPAA**)** and Family Educational Rights and Privacy Act (FERPA) whether discussed through traditional communication channels or through social media.

Social media are defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Social media is commonly understood as a group of Internet-based applications that are built on the ideological and technical foundations of the web that allows the creation and exchange of user-friendly content.

Many students use various forms of social media, including but not limited to Wikipedia, blogs, listserves, Flickr, podcasts, RSS feeds, Twitter, YouTube, Facebook and MySpace. As new technologies emerge, this policy may be modified. But the spirit of the policy will remain the protection of sensitive and confidential information.

Students represent the University and the School of Nursing and therefore are expected to share information is a fair, accurate and legal manner while protecting the brand and reputation of the institution. When using social media, students are expected to act with courtesy and respect toward others. Regardless of where or when they make use of these media, students are responsible for the content they post or promote. Students may be subject to action by the University for posting or promoting content that substantially disrupts or materially interferes with University activities or that might lead University authorities to reasonably foresee substantial disruption or material interference with

University activities.

This action may be taken based on behavioral misconduct, academic performance, academic misconduct, or professional misconduct, and may range from a reprimand or failing grade to dismissal from a program or the University.

Purpose:

The purpose of this policy is to assist faculty, staff, and nursing students to maintain appropriate professional communication boundaries online to avoid future repercussion due to inappropriate postings and HIPAA violations on platforms such as e-mail, cell phone texting, Facebook, Twitter, or other sources of social media.

General Information:

Use of social media is prevalent among students. Nursing students may not post any material that could potentially violate patient confidentiality or professional behavior guidelines on social media sites. Although the online learning platform and other online tools used in a nursing course are not considered social media sites, students are expected to observe professional standards for communication in all interactions. Students may be subject to disciplinary action by the school and the clinical agency for comments that are either unprofessional or violate patient privacy. The Health Information Portability and Accountability Act (HIPAA) regulations apply to comments made on social networking sites and online learning platform such as iLearn or other online tools, and violators are subject to the same prosecution as with other HIPAA violations.

Policy Guidelines:

Students should be aware that unwise or inappropriate use of social media can negatively impact educational and career opportunities. To avoid these negative impacts, students should consider the following:

1. Protect confidential, sensitive and proprietary information. Do not post confidential or proprietary information about the university, staff, students, clinical facilities, patients/clients or others with whom one has contact in the role of a San Francisco State University School of Nursing student.

2. Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property of others and the university.

3. Do not use the San Francisco State University or School of Nursing logos or graphics on personal or social media sites. Do not use the San Francisco State University name to promote a product, cause, political party or candidate.

4. Use the San Francisco State University or School of Nursing logos and graphics for SoN sanctioned events that have been approved by administration (these include posters, fliers, postings).

5. It is expected that during clinical hours, the use of electronic and other devices used

for social media will be used only as authorized by faculty. If the electronic device is combined with a cell phone, it is expected that the cell phone feature of the device will be silenced.

6. No personal phone conversations, texting or social networking are allowed at any time while in patient/client areas or in the classroom. If the student needs to respond to an emergency text or phone call during class, the student is asked to leave the classroom and respond as deemed necessary.

7. Use of computers or other electronic devices during class shall be restricted to note taking and classroom activities.

8. **Under no circumstances should photos or videos of patients or photos depicting the body parts of patients be taken or displayed online.**

9. Harassing, threatening, belittling photos, e-mails, texts, or videos that are demeaning, insulting or discriminating against anyone are not to be posted.

Consequences

Students who share confidential or unprofessional information will face disciplinary action including failure in a course and/or dismissal from the nursing program. Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures, guidelines and consequences.

Considerations

1. There is no such thing as a "private" social media site. Search engines can turn up posts years after the posting date. Once you have posted something via social media, it is out of your control. Others may see it, repost it, save it, forward it to others, etc. Retracting content after you have posted it is practically impossible.

2. Though you may only intend a small group to see what you post, a much larger group may actually see your post. Be aware that your statements may be offensive to others, including classmates or faculty members who may read what you post.

3. It is strongly suggested that students are to adjust privacy settings for personal accounts to limit public access.

4. Restricted postings include but are not limited to protected health information – individually identifiable information (oral, written, or electronic) about a patient's physical or mental health, the receipt of health care, or payment for that care.

5. Confidential information of patients, patient family members, and visitors, physicians, nursing staff, faculty, college staff, fellow students, class and clinical situations should never be discussed in any form online. HIPAA guidelines are to be upheld at all times. A student is subject to dismissal from the nursing program for any violation of HIPAA.

6. Personal information and photos with students, faculty, staff, and clinical sites may only be posted with written permission from **all** individuals involved.

7. Do not make disparaging remarks about patients/clients, family members, staff, other nursing students and faculty. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.

Implications

Instances of inappropriate use of social and electronic media may be reported to the SoN Director. The SoN may investigate reports of inappropriate disclosures on social media by a student on the grounds of:

1. Unprofessional conduct;

2. Unethical conduct;

3. Moral corruption;

4. Mismanagement of patient records;

5. Revealing a privileged communication

6. Breach of confidentiality

How to Avoid Problems?

It is important to recognize that instances of inappropriate use of social media can and do occur, but with awareness and caution, students can avoid inadvertently disclosing confidential or private information about patients.

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

1. Students must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.

2. Students are strictly prohibited from transmitting by way of any electronic media any patient-related image. In addition, students are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.

3. Do not share, post or otherwise disseminate any information, including images, about a patient or information gained in the student-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so.

4. Do not identify patients by name or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.

5. Do not refer to patients in a disparaging manner, even if the patient is not identified.

6. Do not take photos or videos of patients on personal devices, including cell phones. Follow School of Nursing policies for taking photographs or video of patients for

treatment or other legitimate purposes using School of Nursing- provided devices.

7. Maintain professional boundaries in the use of electronic media. Like in-person relationships, the student has the obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the student does not permit the student to engage in a personal relationship with the patient.

8. Consult School of Nursing policies or a faculty member for guidance regarding work related postings.

9. Promptly report any identified breach of confidentiality or privacy.

10. Be aware of and comply with School of Nursing policies regarding use of School of Nursing-owned computers, cameras and other electronic devices and use of personal devices in the work place.

11. Do not make disparaging remarks about faculty, clinical instructors, preceptors, other students. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.

12. Do not post content or otherwise speak on behalf of the School of Nursing unless authorized to do so and follow all applicable policies of the School of Nursing.

The following cases, based on events reported to National Council of State Boards of Nursing depict inappropriate uses of social and electronic media.

CASE SCENARIO 1

A 20-year-old junior nursing student, Emily, was excited to be in her pediatrics rotation. She had always wanted to be a pediatric nurse. Emily was caring for Tommy, a three-year- old patient in a major academic medical center's pediatric unit. Tommy was receiving chemotherapy for leukemia. He was a happy little guy who was doing quite well and Emily enjoyed caring for him. Emily knew he would likely be going home soon, so when his mom went to the cafeteria for a cup of coffee, Emily asked him if he minded if she took his picture. Tommy, a little "ham," consented immediately. Emily took his picture with her cell phone as she wheeled him into his room because she wanted to remember his room number.

When Emily got home that day she excitedly posted Tommy's photo on her Facebook page so her fellow nursing students could see how lucky she was to be caring for such a cute little patient. Along with the photo, she commented, "This is my 3-year-old leukemia patient who is bravely receiving chemotherapy. I watched the nurse administer his chemotherapy today and it made me so proud to be a nurse." In the photo, Room 324 of the pediatric unit was easily visible.

Three days later, the dean of the nursing program called Emily into her office. A nurse from

the hospital was browsing Facebook and found the photo Emily posted of Tommy.

She reported it to hospital officials who promptly called the nursing program. While Emily never intended to breach the patient's confidentiality, it didn't matter. Not only was the patient's privacy compromised, but the hospital faced a HIPAA violation. People were able to identify Tommy as a "cancer patient," and the hospital was identified as well. The nursing program had a policy about breaching patient confidentiality and HIPAA

violations. Following a hearing with the student, school officials and the student's professor, Emily was expelled from the program. The nursing program was barred from using the pediatric unit for their students, which was very problematic because clinical sites for acute pediatrics are difficult to find. The hospital contacted federal officials about the HIPAA violation and began to institute stricter policies about use of cell phones at the hospital.

This scenario highlights several points. First of all, even if the student had deleted the photo, it is still available. Therefore, it would still be discoverable in a court of law. Anything that exists on a server is there forever and could be resurrected later, even after deletion. Further, someone can access Facebook, take a screen shot and post it on a public website.

Secondly, this scenario elucidates confidentiality and privacy breaches, which not only violate HIPAA and the nurse practice act in that state, but also could put the student, hospital and nursing program at risk for a lawsuit. It is clear in this situation that the student was well-intended, and yet the post was still inappropriate. While the patient was not identified by name, he and the hospital were still readily identifiable.

CASE SCENARIO 2

Nursing students at a local college had organized a group on Facebook that allowed the student nurses' association to post announcements and where students could frequently blog, sharing day-to-day study tips and arranging study groups. A student-related clinical error occurred in a local facility and the student was dismissed from clinical for the day pending an evaluation of the error. That evening, the students blogged about the error, perceived fairness and unfairness of the discipline, and projected the student's future.

The clinical error was described, and since the college only utilized two facilities for clinical experiences, it was easy to discern where the error took place. The page and blog could be accessed by friends of the students, as well as the general public.

The students in this scenario could face possible expulsion and discipline. These blogs can be accessed by the public and the patient could be identified because this is a small community. It is a myth that it can only be accessed by that small group, and as in Scenario 3, once posted, the information is available forever. Additionally, information can be quickly spread to a wide audience, so someone could have taken a screen shot of the situation and posted it on a public site. This is a violation of employee/university policies.

Netiquette Guidelines for Nursing Students

Netiquette is etiquette of cyberspace. It is a set of rules for behaving and interacting

properly online. Netiquette covers not only rules of behavior during discussions but guides and reflects the unique nature of the medium. Please help your instructors create and maintain a respectful atmosphere that is conducive for learning. This is how you can help:

1. When starting an email: Include a subject line with a descriptive phrase of the subject message/topic.

2. Address your classmates and instructors by name in course communication (such as e-mails, discussion posts). For example: "Hi Ms. Smith, I have a question" . . . or "Tamika, I like your answer to that question." This shows that you recognize the person at the other end of the communication.

3. Assume that your instructor prefers to be referred to in more formal terms, unless told otherwise (i.e., Dr. Adams, Professor Smith, Mrs. Jones, Mr. Clark).

4. Remember to identify yourself in the e-mail subject line (first and last name) as well as the class/section you're in so your professor can relate your question to a specific person and class.

5. Respect the fact that the class list is a closed discussion; do not forward mail from your classmates to others without their permission.

6. In an online forum or newsgroup, debate is welcome, but be tactful in responding to others. Remember that there's a person (or a whole class) at the receiving end of your post.

7. Use normal capitalization. Typing in ALL CAPITAL LETTERS is the Internet is equivalent to shouting at someone. Don't do it in e-mail or in the discussion boards. Also typing messages in all lower case makes your message difficult to read.

8. Do not post anything illegal, harassing, sexually suggestive, or inflammatory on your personal profile, blog, or the course discussion boards. This includes posting racy photos and using curse words, no matter how "mild", and religious, racial, sexual, or ethnic epithets. Your comments should relate to course content and not try to influence your classmates to your political, social, or religious beliefs or values. These are academic courses, not social networking sites. If instructors see something that they think might offend others, they might remove it or ask you to remove it. If you aren't sure about something, talk to your instructor about it. The instructor will be happy to help you determine if something is appropriate or not before you post it. Repeat offenses may result in further disciplinary action.

9. Follow the rules and conventions of standard English; use correct spelling, grammar and punctuation. This makes communication clear for everyone. Avoid use of text speak such as LOL or emoticons.

10. Demonstrate an acute awareness of purpose and audience. Show respect for the academic environment and those from other backgrounds. For example, if you have a question about a grade, ask your instructor about it rather than make demands or threats. Think about what you want from your instructor or your classmates before

you send an angry e-mail or make an angry discussion post.

11. Discuss personal matters, grades, and policy matters with instructors via e-mail, voice chat, over the phone, or in their offices, not in the course discussion boards. Refrain from posting complaints, rants, or problems about the course or your life in the discussion board. Please consider the topic and the delicate nature of the situation as you choose which medium you plan to use. Some topics are best discussed with a phone call or face-to-face visit.

12. Do not spam your classmates or instructor with e-mail advertisements or solicitations either through Moodle or their e-mail accounts. Students in this course have the same right to privacy as others. Also, please do not add classmates or instructors to e-mail lists for jokes, horoscopes, religious materials, commercial information, or anything else that does not relate to class work.

13. Do not allow anyone access to this or any other online course through your account. Make sure you log out when using public computers. Allowing anyone (parents, friends, spouses, etc.) to access the course or see other students' work violates federal privacy laws.

14. Students communicating with instructors are required to use their SF State email account. All students are strongly encouraged to use the SF State email account when communicating with instructors and classmates.

15. Include your signature at the bottom of Email messages when communicating with people who may not know you personally or broadcasting to a dynamic group of subscribers.

16. Resist the temptation to "flame" others on the list. Remember that these discussions are "public" and meant for constructive exchanges. Treat the others on the list as you would want them to treat you.

17. Timeline for email message responses – Email messages should be acknowledged and returned promptly (within 48 hours business hours)

Resources:

Students and faculty are encouraged to refer to the following resources:

Schmitt, T., Sims-Giddens, S., Booth, R., (September 30, 2012) "Social Media Use in Nursing Education" OJIN: The Online Journal of Issues in Nursing Vol. 17, No. 3, Manuscript 2. http://search.proquest.com/openview/0d72304f534e36bb15a1ccae81a8223c/1?pq-origsite=gscholar&cbl=43860

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

NCSBN. (2010). Summary of social networking survey to boards of nursing. Chicago: Author.

American Nurses Association. (2011). Principles for social networking and the nurse. Silver

Spring, MD: Author

Approved by faculty May 2015; Reviewed by Student Success Committee 4.25.18

ANTI-BULLYING POLICY

Background:

The School of Nursing is committed to maintaining a working, learning and social environment in which the rights and dignity of all staff, faculty and students is respected. Behaviors that can be considered bullying violate the University Code of Ethics which clearly states that all employees (regardless of disability, gender, gender Identity, gender expressions, sexual orientation, race/ethnicity, nationality, religion) will be treated with dignity and respect.

Key words:

bullying, bullying culture, horizontal or lateral violence, peer harassment, psychological harassment, preventing workplace bullying, psychological terrorization, nurses and bullying, workplace violence, microaggressions

Definition:

Bullying is defined as conduct of any sort directed at another that is:

- severe, pervasive or persistent
- of a nature that would cause a reasonable person in the victim's position substantial emotional distress and undermine his or her ability to work, study or participate in his or her regular life activities or participate in the activities of the University
- causes the victim substantial emotional distress
- undermines the victim's ability to work, study, or participate in the victim's regular life activities or participate in the activities of the University

Purpose:
The purpose of this policy is to guide students, faculty, and staff in fostering a positive learning and working environment, supporting the rights and well-being of all members of the SF State School of Nursing community, and effectively addressing behaviors perceived to be aggressive, inappropriate, or disrespectful.

Policy Guidelines:

"It is the position of the Center for American Nurses that there is no place in a professional practice environment for lateral violence and bullying among nurses or between healthcare professionals" (Center for American Nurses, 2008). Without exception, every reported incidence of bullying will be addressed.

SF State University considers the following types of behavior examples of bullying:

- Being accused of errors made by someone else

- Nonverbal intimidation, including being stared or glared at

- Being belittled

- Having thoughts or feelings ignored

- Being excluded from activities or conversations

- Being gossiped about or being the topic of rumors

- Being yelled at or screamed at in front of others

- Being humiliated in front of others

- Being assigned undesirable work

- Being sabotaged

- Having resources or information withheld, thereby impeding job performance

- Being physically threatened (Center for American Nurses, 2008)

- manipulating the workload of another person in a manner designed to cause that person to fail to perform his or her legitimate functions;

- repeated verbal and written requests to professors by students or other professors after the final answer to request has been given (under the guise of 'self- advocacy')

Possibly Responses and Corrective Action

- Verbal abuse (yelling in front of others): "I do not appreciate being yelled at in front of others. It sets a bad example for the staff and does not leave a good impression on [others]. If there is something that you need to discuss with me, we can do it in a more private place."

- Nonverbal abuse (eye-rolling, making faces): "I sense that there is something that you want to say to me. Do you wish to discuss it?"

- Overhearing someone talking about you: "If there is an issue that we need to talk about, please come to me directly so we can discuss it."

- Backstabbing (complaining about a person to someone other than that person): "I do not know the facts of the situation and do not feel comfortable discussing it."

- Lack of respect: "I do not like to talk about others without their permission." (Center for American Nurses, 2008)

- Zero tolerance toward violent or abusive behavior (Rowell, 2010).

- Protection from retribution if reported. (Rowell, 2010).

- Utilize employee assistance program (Rowell, 2010).

- Interrupt the violence. (Griffin, 2004).

- Assess the nursing unit and raise awareness. (Dellasega, 2009).

- Brainstorm solutions and encourage dialogue. (Dellasega, 2009).

- Create unit specific guidelines. (Dellasega, 2009) (ANA, 2012)

Consequences

Should it be determined that there is a violation of this policy, the individual in question faces possible disciplinary action ranging from educational counseling to program dismissal. Employee violation will be governed by the faculty/staff handbook. Disciplinary action can range from a letter of reprimand up to and including termination. Students found in violation of this policy will be disciplined under applicable procedures established under the SF State Student Code of Conduct.

Considerations

Individuals, who believe they may have experienced bullying in any form, but are uncertain as to whether a complaint is justified or whether they wish to initiate a formal written complaint, may discuss their concerns confidentially and informally with the Chief Diversity Office in the Office of Equal Opportunity.

References

- American Nurses Association. (2015). Nursing: Scope and Standards of Nursing Practice. Silver Springs, MD: Nursebooks.org
- California website for anti-bullying laws and policies: https://www.stopbullying.gov/laws/californa/index.html
- American Nurses Association (2012). *Lateral Violence and Bullying and Nursing*. http://www.nursingworld.org/Mobile/Nursing-Factsheets/lateral-violence-and-bullying- in-nursing.html
- Center for American Nurses (2008). *Bullying and Horizontal Violence: How to Recognize It; How to Handle It.* http://29891.bbnc.bbcust.com/document.doc?id=54
- Dellasega, C. (2009). Bullying Among Nurses. *American Journal of Nursing*, *109*(1), 52-58.
- Griffin, M. (2004). Teaching Cognitive Rehearsal as a Shield for Lateral Violence: An Intervention for Newly Licensed Nurses. The Journal of Continuing Education in Nursing, *36*(6), pp. 257-263.
- Oregon State University. *Oregon State University Bullying Policy*. (2016) Retrieved from http://oregonstate.edu/oei/bullying-policy
- Rocker, C., (August 29, 2008) "Addressing Nurse-to-Nurse Bullying to Promote Nurse Retention" *OJIN: The Online Journal of Issues in Nursing* Vol 13 No 3. http://ojin.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/vol132008/No3Sept08/ArticlePreviousTopic/NursetoNurseBullyin

Approved by faculty December 2015; Reviewed by Student Success Committee 4.25.18

NURSING STUDENT CPR REQUIREMENTS POLICY

Background:

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

Purpose:

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

Procedure:

1. In conformance with health care and professional standards of nursing care, SF State School of Nursing students will obtain CPR/BLS for Health Care Providers (CPR, AED) certification <u>before</u> entering their first semester.

2. Thereafter, students will renew CPR certification before expiration (every two years).

3. Students will upload a copy of current CPR certification into the online system for called "Certified Profile Tracker" every time it is renewed.

4. CPR status must be current (up to date) each semester

5. Students without current CPR certification will not be allowed to attend a clinical practicum (see clinical attendance policy).

Approved by Faculty 10.3.12; Reviewed by Student Success Committee 4.25.18

METROLOGY TESTING POLICY

Background:

Metrology is a skill that is taught at each level. As educators and nurses, we understand the importance of meticulously teaching these skills, as patient safety requires it. As students are required to demonstrate safe practice as a registered nurse, the School of Nursing provides metrology testing every semester to assess the students' ability to calculate dosages of medications. The successful completion of the metrology test is a pre-requisite skill required to proceed into the clinical course. The complexity of the metrology calculations increases each semester, commensurate with level content and current clinical practice. Students are given the opportunity to practice these skills before testing.

Procedure:

1. The theory instructor will guide the creation of a metrology test with the input of the clinical faculty.

2. Each metrology test will reflect calculation questions that are frequently used in in that semester's clinical settings. Questions will be independent of each other i.e. the answer to a question will not rely on the correct answer of the previous question. The answers may be in a multiple-choice fashion or only fill in the blank calculation, however, the student must show all calculations on their test page in either format.

3. The theory instructor will review each metrology test annually with input from the clinical faculty to ensure that calculation questions are those currently seen in practice.

4. The faculty teaching the theory course associated with the clinical content will create and provide students with a study guide at least one week prior to administration of the metrology test. This guide may be in various formats. The study guide will be posted on the course iLearn site so that students can access it prior to the testing date.

5. After the metrology test are taken, they are given to the individual clinical faculty for grading and specific assessment of student weaknesses for those who fail the test.

6. The metrology test will be given between the first day of the semester and before clinical time begins. The metrology test will have 20 questions and the students will be allotted one hour to complete the test.

7. In the event of metrology test failure, clinical faculty will provide those students tutoring specific to the items missed on the first test. The clinical faculty will oversee the second and third attempts. There will be 5 renditions of the metrology test so that clinical faculty may show the student their mistakes and provide specific guidance without permanently returning the test to the student.

8. The first score on the metrology test will count for 10% of the student's grade

9. A faculty member must administer all metrology tests.

10. The student must pass the metrology test with a minimum score of 90%. The students are NOT allowed to give medications in the clinical setting until they have passed metrology.

11. The student will be given 3 chances to pass the metrology test. Failure of a third and final test will result in the student being administratively dropped from the course. They will be given the option to withdraw from all other courses. The student will be allowed back into the same level the following semester on a space available basis. If a student fails to pass the metrology tests during a subsequent semester, the student will not be allowed to continue in the nursing major.

Approved by faculty 9/25.13. MvD. Reviewed by Student Success Committee 4.25.18

KAPLAN STANDARDIZED TESTING EXAMS (PRE‑LICENSURE STUDENTS ONLY)

Background:

As students are required to pass a state licensure exam (NCLEX) to demonstrate safe practice as a registered nurse, the School of Nursing provides opportunities for students to have practice and assess core knowledge in the content and processes for the NCLEX exam. Students, along with the courses in the curriculum, are expected to complete the Kaplan self‑directed learning in order to complete the testing at every level in the nursing program late in each semester. The Kaplan testing is worth 10% of total course grade. For students taking one course only, the first Metrology score will be substituted for the Kaplan score for 10% of the grade. This usually applies to students who have received nursing degrees in other countries and must take one or two courses in order to sit for NCLEX.

Procedure:

The student:

1. Will purchase Kaplan materials for four semesters from the bookstore (one package).

2. Take Kaplan content mastery exams as part of the content of most of the required nursing theory courses.

3. Will receive points depending upon the score established by faculty and reported in syllabus.

4. Should remediate if minimum score is not achieved according to guideline in syllabus.

5. Failure to take the Kaplan at any level will result in dismissal from program.

PATIENT CONFIDENTIALITY (HIPAA) POLICY

Background:

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

Purpose:

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

Procedure:

1. All students entering the nursing major will be oriented to HIPAA requirements, as well as the School of Nursing policy and procedure, regarding patient confidentiality at beginning their first semester in the nursing major.

2. All students will be required to sign an acknowledgement that they have received copies of the School of Nursing HIPAA policy and procedure. The students will also acknowledge that they understand HIPAA regulations and are aware of how to protect patient confidentiality.

3. A standard summary statement regarding HIPAA regulations and the School of Nursing policy and procedure regarding patient confidentiality will be included in every course syllabus. Clinical faculty will remind students of the patient confidentiality policies and procedures and HIPAA regulations each semester.

4. Students who breach patient confidentiality will be subject to the following corrective action:

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	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 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 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

III. Using various convenient methods to duplicate patient information using technology or social media. For example, using a telephone's camera to photograph files or using voice-recording programs to write the patients'	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 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 Success
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 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
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,

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

Approved by Faculty 10.3.12; Reviewed by Student Success Committee 4.25.18

CLINICAL ATTENDANCE POLICY

Background:

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

Purpose:

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

Procedure:

1. All undergraduate and/or pre-licensure nursing students must attend all scheduled clinical days. Missed clinical days cannot be made up. Clinical faculty will document clinical days missed and the documentation will be placed in the student's academic file.

2. Students may be excused from a clinical day for the following reasons at the discretion of the faculty of record for the clinical course: 1) illness with a doctor's excuse, 2) family emergency with documentation or 3) other legitimate reason for missing clinical (determined by clinical faculty).

3. One unexcused missed clinical day may result in a lowering of the grade for the course by a full point. Two unexcused missed clinical days may result in failure to pass the course.

4. Unexcused late arrival or leaving early without permission of the clinical faculty constitutes unprofessional behavior. Clinical faculty will document instances of late arrival or leaving early as well as advising students about the behavior. Documentation will be placed in the student's academic file. Repeated unprofessional behavior will result in a lowering the grade or failure of the course, as determined by the clinical faculty of record.

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

Approved by Faculty 10.3.12; Reviewed by Student Success Committee 4.25.18

IMPAIRED NURSING STUDENT POLICY

Background:

Nursing students may be subject to substance abuse and mental illness problems due to stressful situations as they try to balance work, school, and personal obligations that may exacerbate underlying conditions or predispositions. The School of Nursing (SoN) defines impairment as being under the influence of a psychoactive substance or experiencing a psychological illness or excessive stress that affects clinical

Purpose:

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

Procedure:

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

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

3. If the student does not self‑identify the following procedure will be followed. a.   If faculty identifies a student experiencing signs and symptoms of substance abuse, mental illness or excessive stress, he/she will immediately remove the student from the classroom or clinical area.

   a. The faculty will assess whether this student is suicidal, homicidal or gravely disabled and requires police intervention and transportation to a mental health facility.

   b. If faculty cannot assess the student or feels harm is imminent, he/she must immediately call 911 or initiate emergency protocols per the clinical facility's procedures. If the faculty feels harm is not imminent, he/she should escort the student to the ER for further evaluation and/or treatment.

   c. If the student does not fit the criteria for being suicidal, homicidal or gravely disabled, the faculty will arrange for someone to drive the student home and give the student an alternative assignment for make‑up work as appropriate.

4. Behaviors and findings of substance abuse, mental illness or excessive stress include but

are not limited to the following:

a. Odor of alcohol or marijuana on breath

b. Slurred or incoherent speech, hand tremors, lack of coordination, chronic drowsiness or sleeping in class, forgetfulness, blackouts, spiciness, frequent sneezing

c. Increased absenteeism, arriving late and wishing to leave early, frequently requesting time off, taking extended meal and coffee breaks, frequent trips to the bathroom, frequent complaints of injury or illness

d. Unusually aggressive behavior, unreasonable resentment, overreaction to criticism, inflexibility, controlling behavior, irritability, suspiciousness, defensiveness, blaming, frequent conflicts

e. Isolation and withdrawal, difficulties with interpersonal relationships

f. Deteriorating appearance, unexplained weight loss or gain, excessive bruising

g. Increasing numbers of errors and poor judgment in nursing care

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

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

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

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

- BRN Director's Handbook, Impaired Nursing Students: Guidelines for Schools of Nursing in Dealing with the Matter of Nursing Students Impaired by Chemical Dependency and Emotional Illness, 8.12
- Gradguide: Graduate Student Handbook 2012-13, page 4-5
- CSU Regulations and Procedures 41301 Standards for Student Conduct http://conduct.sfsu.edu/standards
- University Directive EO 89-12 "The Alcohol and Drug Policy"

http://policiesand practicedirectives.sfsu.edu/content/university-executive-directives-ueds
- Student Services Web Site: http://www.sfsu.edu/~psyservs/

Approved by faculty 10.3.12; Student Success Committee 4.25.18

STUDENT APPEAL FOR GRADE CHANGE

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. 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 S04-230 and conforms to Chancellors Office Executive Order No. 1037 Grading Symbols, Minimum Standards Governing the Assignment of Grades, Policies on the Repetition of Course, Policies on Academic Renewal, and Grade Appeals August 1, 2009).

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 in the syllabus and other course materials.
2. Instructor: The instructor of record of the course, thesis, or project who is responsible for evaluation and determination of the final grade.
3. Chair: The chair is the chair of the academic department or designee.
4. Dean: The dean is the dean of the college or designee.

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 the 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 in writing.

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. The student must submit a written justification for a grade change that addresses why the grade should be changed comparing the student's performance relative to the course grading criteria. This document should be submitted to the instructor prior to any meeting between the instructor and the student appealing their grade.

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 instructors 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 appealable grade, as defined in definition of terms, should meet with the instructor of 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 will attempt to serve as mediator working with the individuals to resolve the dispute.

5. If the instructor 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 submitting a written justification to the instructor by the end of the fourth week of the semester following the award of the grade (Appendix B. Petition for Grade Appeal). 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 will not be available within one semester, the appeal may be postponed with the written agreement of the student until the instructor returns to campus. Alternatively, the instructor may agree to engage in a grade appeal by distance communication (e.g., email or telephone). The department chair may choose to act in lieu of the instructor for the purpose of grade appeals only if the instructor will not be

available to participate by the end of the eighth week of the semester that the appeal was submitted. If neither the instructor nor the chair will fulfill the instructor role, then a college Grade Appeals Committee (GAC) shall be formed by the college dean for review of the appeal (see section 4).

3. 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 that includes the original justification sent to the instructor (Appendix B. Petition for Grade Appeal). The Petition for Grade Appeal must submitted to the chair by the end of the eighth week of the semester following the award of the grade. The department chair will inform the instructor a grade appeal brief has been filed, the instructor will be given the student brief to review, and the instructor will be required to provide a written response to the department chair within ten working days. The department chair will then decide if a meeting should be held. The meeting will include the student, instructor, and department chair. The department chair will attempt to serve as mediator working with the individuals to resolve the dispute. If this mediation proves unsuccessful within fifteen working days of the instructor response, the department chair shall forward the Petition for Grade Appeal, instructor response, and department chair comments to the college dean.

4. The college dean 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 within fifteen working days from the notification by the department chair, then a college Grade Appeal Committee (GAC) shall be formed by the college dean. This committee shall include the following persons:

Three qualified[1] faculty members from the university: one selected by the instructor of record, one by the student appealing the grade[2], and one by the college dean.

- In accordance with Executive Order 1037, in addition to the three faculty, a student shall be appointed to the GAC. The students' role in the committee is limited to discussing whether in fact the evidence presented establishes that the grade assigned was erroneous, capricious, or prejudicial or involved the inconsistent or inequitable application of standards for evaluation; and if the evidence does establish that one of these conditions was operative. The student shall not participate in the assignment of grades. This student will be appointed by Associated Students.

It is possible for the instructor or student to challenge the composition of the committee. Such a challenge will be resolved by college dean's office; however, it can be requested to be elevated to the Dean of Faculty Affairs by the instructor or Dean of Students by the student.

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

1. The Petition for Grade Appeal, all pertinent data, papers, records, etc., together with written briefs, will be submitted to the GAC for study by the dean. Both the student and instructor will be given all materials used by the GAC at least ten working days before an initial GAC meeting. The initial GAC meeting will occur within twenty working days of the GAC formation. The GAC may meet individually or collectively with those involved in its quest for determination, and the GAC may choose to continue mediation efforts. Each party may bring an additional person not on the GAC with them as support or spokesperson at any stage in the process; however, the instructor is limited to bringing a current university employee. The student or instructor has the option of meeting with the GAC without the other party present.

2. The function of the GAC 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 GAC may decide to keep the assigned grade, or to raise the assigned grade.

3. The GAC shall provide a written justification to the college dean for its decision, including minority opinions when they exist, within ten working days of the original GAC meeting. The college dean shall inform the student and the instructor of the GAC's ruling and provide both parties with copies of the committee report.

4. In the case of a change of grade, if the instructor does not implement the change of grade decided upon by the committee within ten working days, 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.

5. 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.

[1.] A "Qualified faculty "means one or more persons with academic training comparable to the instructor of record who are present on the faculty at the campus (Executive Order No. 792).

[2.] If the student appealing the grade cannot find a qualified college faculty person to serve, the college dean shall appoint the third faculty person.

Appendix A. Grade Appeals Timeline

Timing	Action
End of fourth week of the semester following the award of the grade.	Formal grade appeals must be initiated by the student submitting a Petition for Grade Appeal to the instructor.
End of the eighth week of the semester that the appeal was submitted	Deadline for the student promoting the Petition for Grade Appeal to the chair.
End of the eighth week of the semester that the appeal was submitted	The department chair may choose to act in lieu of the instructor for the purpose of grade appeals, only if the instructor will not be available to participate by the end of the eighth week of the semester that the appeal was submitted.
Within ten working days of being informed by the department chair that the Petition for Grade Appeal has been submitted and shared	Instructor must provide a written response to chair regarding the student's grade appeal brief.
Within fifteen working days of the instructor response	The department chair shall forward the student's brief, instructor response, and department chair comments to the college dean.
Within fifteen working days after the notification by the department chair	A college Grade Appeal Committee (GAC) shall be formed by the college dean.
At least ten working days before an initial GAC meeting	Both the student and instructor will be given all materials used by the GAC.
Within twenty working days of GAC formation	The initial GAC meeting will occur.
Within ten working days after the original GAC meeting	The GAC shall provide a written justification to the college dean for its decision including minority opinions when they exist.
Within ten working days after the GAC decision	The dean shall implement the change of grade if the instructor has not done so.

Appendix B. Petition for Grade Appeal

Last Name   First Name   Middle

Initial   Student ID Number

PETITION FOR GRADE APPEAL

Normally, the student and instructor meet to review the grading procedures used to determine the grade assigned before any formal grade appeal process is initiated. This form must be completed in full and submitted to the instructor by the end of the fourth week of the semester following the award of the grade. Please refer to the Academic Senate policy on Grade Appeal Practices and Procedures: https://senate.sfsu.edu/policy/grade-appeal-practices-procedures.

 This *Petition for Grade Appeal* submission must include the following:
- The syllabus for the course
- A written justification for a grade appeal that addresses how the grade should be changed based on the student's performance relative to the course grading criteria. Supporting documentation should be included, if possible, to support the justification. Examples of supporting documentation are:
- Any record of relevant communications with the professor (e.g. copies of emails, etc.)
- Copies of course assignments, papers, exams, etc. that are relevant to the appeal

Dept. & Course #: _____ Class Number: _____
Term/Year course taken: _____
Units: _____ Course Title: _____
Instructor: _____

Student's justification for requesting a grade appeal (please attach justification, maximum of 250 words):

I understand that any documentation provided will be shared with those who are charged with reviewing this petition. I have completed the informal process of requesting a grade change without satisfactory resolution.

Student Signature: _____
Date: _____

Department Chair Signature: _____
Date: _____

Senate Approval Date: Tuesday, April 17, 2018

Presidential Approval Date: Tuesday, April 24, 2018

WITHDRAWAL POLICY

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

1. Discuss their withdrawal with the faculty teaching the course and their advisor.

2. Students withdrawing from the University should submit a letter to the Director of the School of Nursing. The letter should follow the following format: address to the Program Director, state the reason for leaving, date and sign the letter. Students should also inform their advisor.

3. Be aware that when they withdraw from a course or courses they will need to apply to the School of Nursing's Academic Review Committee for reinstatement in the program.

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

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

PINNING/HOODING CEREMONY GUIDELINES

Background:

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

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

Ceremony Template

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

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

3) The PHC will be held on the SF State campus, preferably at McKenna Theater or Annex 1, since it is needed for its seating capacity.

4) The ceremony's content outline will be guided by the PHC Staff advisor and will

include:

- A short speech from the director of the School of Nursing (SON) or the Associate Director.

- Philip Derf Service Award Presentation

- Significance of the Hood

- Keynote Speakers

- Class Speakers

- Hooding of MSN Candidates

- Significance of the Pin

- Recital of Nursing Pledge

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

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

7) Students may choose a student (one from CSM, one from SF State campus) to receive the Philip Derf Service Award.

8) MSN eligible students must be hooded by the first reader of their culminating project (field study or thesis) on stage. If the first reader is not available, students must be hooded by the second reader or SON Director.

9) BSN students must be pinned by SON Director and will shake the hand of the Associate Director.

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

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

Eligibility for Student Participation

BSN Pinning

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

2) They may have one class pending in their degree and graduation from SF State.

MSN Hooding

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

2) ELM or ELM-A students will be hooded upon completion of Nursing program.

Role of the Staff Advisor

1) The student PHC committee should organize the first meeting with staff advisor within the first two weeks of the semester. The purpose of this meeting is to clarify student and advisor roles and the template of the ceremony.

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

Role of Students Organizers

1) The students will organize the details of the ceremony including but not limited to:

   a. Student participation, numbers and seating arrangements

   b. Choose an SF State venue with a weekday date approved by the staff advisor

   c. Invitations to faculty; tickets for invitees

   d. Program development and printing

   e. Flowers if desired

   f. Class speakers and/or keynote speakers

   g. Gown rentals - required

   h. Pins with School of Nursing logo

   i. including music (with advisor guidance)

   j. Arrange for graduation pictures

2) The student will create their budget and assume financial responsibility:

   a. Organize and pay for their ceremony costs

   b. Communicate and gather monies needed from students participating the PHC

   c. Pay the bills associated with their arrangements.

      d.   Fund raise to support their PHC costs.

      e.   Find sponsorship for program printing costs if desired.

Finances

1) The students are responsible for the costs they incur for the details of the PHC as outlined but not limited to section student organizer roles listed above.

2) The Student Organizers may request the School of Nursing to help pay for the rental and use of McKenna Theater or Annex 1 to offset the cost. The request may be denied, at the discretion of the Director, because of lack of funds supporting the School of Nursing.

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

Approved by faculty 10.3.12; Reviewed by Student Success Committee 4.25.18

NURSING SCHOOL SURVIVOR 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. **[SF State-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. **[SF State-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 is 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!