

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
DEPARTMENT OF NURSING

**UNDERGRADUATE NURSING STUDENT
POLICY HANDBOOK**

2020-2022



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Section I. Overview of the Department and Program

A. Introduction

California State University Bakersfield (CSUB) opened in September 1970 as the 19th member of the 23-campus CSU system. Its vision is to become the leading campus in the CSU system in terms of faculty and academic excellence and diversity, quality of the student experience and community engagement.

CSUB is located at the southern end of the San Joaquin Valley approximately 110 miles north of Los Angeles. As the only four-year institution within a 100-mile radius, CSUB is located in the city of Bakersfield, a commercial, medical, and educational center for the area. The university serves a regional population of over 900,000 including the city and unincorporated areas. The campus, located on a 375-acre site that was donated from the private sector, sits on the growing western edge of metropolitan Bakersfield. Thirty buildings provide classroom, laboratory, administrative, and technical support facilities. Enrollment in the university for Fall 2020 included 9,788 undergraduate and 1,609 postgraduate students, served by over 1,200 faculty and staff members. CSUB has 45 bachelor's degree programs, 6 credential programs, 21 master's degree programs, and a doctoral program in education.

The university is fully accredited by the Western Association of Schools and Colleges, Senior College and University Commission (WSCUC, formerly known as WASC), with six programs also accredited by national organizations. Accreditation by WSCUC was reaffirmed in 2020 and the university's next comprehensive review will be held in 2027.

CSUB is a comprehensive regional University and is committed to excellence in its four schools: Arts and Humanities, Business and Public Administration, Natural Sciences, Mathematics and Engineering (NSME), and Social Sciences and Education. The Department of Nursing (DON) is one of eight departments in the School of NSME.

B. Overview of the Department of Nursing

Undergraduate Program

Over the past 50 years, more than 2,750 students have earned a BSN through CSUB's two undergraduate nursing programs. Non-licensed students can obtain a BSN and eligibility for permission to take the National Council Licensure Examination (NCLEX-RN) through the Traditional BSN Program, a rigorous 3-year experience. Registered nurses can earn a bachelor's degree through the RN-BSN Program, which features online didactic courses and a face-to-face clinical course in Community Health Nursing.

As of January 2021, there are 174 Traditional BSN students and 49 RN-BSN students enrolled at CSUB. As a result of heavy demand, the Traditional BSN Program and the RN-BSN Program have both been granted Impacted Status designation from the CSU Chancellor's Office (Exhibit A). In the CSU system, a program is granted Impacted Status when the number of applications received exceeds program capacity. At CSUB, admissions standards and ranking criteria for the Traditional BSN and RN-BSN Programs are established by the Undergraduate Program Committee (UPC), and cohorts are comprised of the top-ranking candidates. Graduates of the Traditional BSN and RN-BSN Programs have provided an excellent pool of candidates for admission to the Master of Science in Nursing (MSN) Program at CSUB.

Graduate Program

The DON opened the MSN Program in 1987 with a graduate degree in Nursing Administration and secured National League for Nursing (NLN) accreditation in 1991. After the implementation of the Family Nurse Practitioner (FNP) Track in 1996, the BSN and MSN programs transitioned successfully to accreditation by the Commission on Collegiate Nursing Education (CCNE) in 1998. Additional MSN tracks were also introduced and discontinued over the years, based on student demand and available resources. Between 1990 and 2010, the MSN program graduated 114 FNPs and 87 Clinical Nurse Leaders, Clinical Nurse Specialists, Nurse Educators, and School Nurses. Most MSN graduates have remained in Kern County and are leaders within the local healthcare community.

During a period of economic recession and statewide budget cuts in higher education, the difficult decision was made to temporarily close the MSN Program in 2010. Between 2010 and 2014, leaders within the community and on campus monitored the trends within the healthcare system, the community's needs, and the professional goals of current and prospective students. A feasibility study was conducted, which indicated a tremendous need for more FNPs; a healthy MSN/FNP Program is a critical resource for the Central Valley of California. Through the dedication and expertise of the DON faculty, the MSN/FNP Program was reopened in Fall 2014.

Cohorts were accepted to the MSN Program on an every-other-year basis until Fall 2019, when annual admissions were initiated. As of January 2021, there are 19 first-year and 18 second-year students enrolled, for a total of 37 graduate students. The MSN/FNP Program requires five semesters of full-time coursework, including 585 hours of clinical practice. Since reopening in 2014, the program has graduated 50 well-prepared FNPs.

In accordance with the commitment by the National Organization of Nurse Practitioner Faculties (NONPF) to establish a doctorate as the entry-level degree for NP practice by 2025, the DON has initiated the process to develop a Doctor of Nursing Practice (DNP)/Nurse Practitioner (NP) degree at CSUB. The university Provost and President, as well as the Academic Senate, have approved placement of the DNP on the Academic Master Plan for CSUB, verifying that the necessary support for this critical transition has been secured.

Nursing Faculty

The Department's nursing faculty are highly qualified nurse scholars and educators prepared in research and practice of their respective nursing disciplines. Faculty members meet the California Board of Registered Nursing expectations for clinical competence, the University and the Commission on Collegiate Nursing Education's expectations for scholarship, teaching, practice and leadership.

Resources

The Department maintains three technical areas for nursing students in the Romberg Nursing Education Center (RNEC) on the CSUB campus: a nursing skills laboratory, a computer laboratory, and the Don C. and Diane S. Lake Family Simulation Center which contains low, medium, and high-fidelity mannequins and skills trainers. Additionally, the simulation center has an attached smart classroom to support multiple forms of technology-assisted classroom instruction. The nursing skills laboratory has 13 patient care learning stations, and the computer lab contains PC and Macintosh computers, instructional software, and multimedia resources.

Community Partners

Students practice their nursing skills at many locations in Bakersfield and in the surrounding Kern Country area. These facilities include hospitals, physicians' offices, health clinics, schools, public health agencies, homeless shelters, hospices, and specialty care centers.

CSUB Non-Discrimination and Non-Harassment Policy

The Department of Nursing follows the CSUB policy on non-discrimination and non-harassment and does not discriminate on the basis of race, religion, sex, age, handicap, color, marital status, sexual or national origin. The CSUB Policies can be found at the following site: http://www.csub.edu/bas/hr/hr_policies_procedures/

C. California State University, Bakersfield Mission Statement

California State University, Bakersfield is a comprehensive public university committed to offering excellent undergraduate and graduate programs that advance the intellectual and personal development of its students. An emphasis on student learning is enhanced by a commitment to scholarship, diversity, service, global awareness and life-long learning. The University collaborates with partners in the community to increase the region's overall educational attainment, enhance its quality of life, and support its economic development.

D. Department of Nursing Mission, Vision, and Values

Mission

The Department of Nursing provides nursing education to undergraduate and graduate students seeking entry into professional nursing or advanced nursing education. The faculty provides a collaborative, inclusive, and interactive learning environment committed to excellence in teaching, scholarship, service, and practice. The Department of Nursing accomplishes the mission through collaboration with the communities of interest.

The Department of Nursing fosters an environment that encourages lifelong learning and advancement within the profession. Graduates will have the acquired knowledge, skills, attitudes, and values essential to the practice of advanced professional nursing. As professional nurses, our graduates will engage in evidence-based practice in an interprofessional healthcare environment. In recognition of the health needs of a multicultural society, advanced professional nurses who are graduates of CSUB will address healthcare issues and needs of their community.

Vision

The CSUB Department of Nursing pursues innovative ways to advance nursing practice and address the growing complexities associated with creating a healthier population in California's Central Valley.

Values

The Department's values align with those of the university, including academic excellence, freedom of inquiry and statement, global awareness and cultural sensitivity, diversity, honesty and fairness, democratic governance, community engagement, and personal responsibility. The DON embraces professionalism and a respect for the inherent ethical values of altruism, autonomy, human dignity, integrity, and social justice as fundamental to the discipline of nursing.

E. Goals of the Department of Nursing

The DON goals reflect professional nursing standards. These standards are provided in the following documents, which serve as a foundation for the curricula and policies of the DON:

- 1) *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (CCNE, 2018)
- 2) *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021)
- 3) *National Task Force Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016)
- 4) *Nurse Practitioner Core Competencies Content* (NONPF, 2017)
- 5) *Population-Focused Nurse Practitioner Competencies* (NONPF, 2013)
- 6) *Quality and Safety Education for Nurses: Prelicensure Competency KSAs* (QSEN, 2007)
- 7) *Quality and Safety Education for Nurses: Graduate Competency KSAs* (QSEN, 2012)
- 8) *Code of Ethics for Nurses with Interpretive Statements* (ANA, 2015)
- 9) *Nursing's Social Policy Statement: The Essence of the Profession* (ANA, 2010)
- 10) *Nursing: Scope and Standards of Practice* (ANA, 2015)
- 11) *California Code of Regulations (CCR)* pertaining to nursing education (California BRN, regularly updated)

Based on the statements in the philosophy, the overall goal of the Department of Nursing is the continuing development and preparation for graduation of individuals who will provide professional nursing through clinical practice, leadership, research and education. To realize this overall goal, it is imperative that the following specific goals, objectives, and key strategies to be achieved by the Department of Nursing over the next 5 years:

Strategic Goals and Objectives of the DON

The following major objectives and key strategies will be achieved by the Department of Nursing over the next 5 years:

1. Demonstrate student outcomes that reflect program excellence through ongoing and consistent Program Evaluation to determine efficiency and effectiveness.
 - a. Maintain quality indicators in all programs:
 - i. Traditional BSN
 1. Maintain NCLEX first attempt pass rates of >92%.
 2. Maintain academic attrition rates of <10%.
 3. Develop and implement benchmark targets for ATI Content Mastery Exams.
 4. Achieve employment rates of 80% within one year of graduation.
 - ii. RN-BSN Completion
 1. Maintain a completion rate > 75%
 2. Maintain academic attrition rate of <25%.
 3. Continue to provide outreach and collaboration with community colleges in CSUB Campus Service area to facilitate pipeline for ADN to BSN degrees.
 - iii. MSN
 1. Maintain graduation rate of > 80%
 2. Maintain national FNP certification first time pass rates of >80%

3. Achieve employment rates of >80% within one year of graduation
- b. Initiate strategies that effectively foster growth in all programs.
 - i. Traditional BSN
 1. Increase Traditional enrollment, based on community needs
 - ii. RN-BSN
 1. Increase student advisor to full-time to facilitate advising prior to program entry.
 2. Establish each incoming cohort of students as a learning community to foster student success and satisfaction.
 3. Increase enrollment based on community needs
 - iii. MSN
 1. Transition the NP program to post BSN to DNP program based on the NONPF initiative: DNP to entry level practice by 2025.
 2. Establish a post master's DNP program
 3. Explore a non-NP MSN program option for CSUB approval
2. Recruit and retain highly qualified faculty.
 - a. Increase proportion of doctorally-prepared faculty in full-time positions to 50%
 - b. Achieve competitive salaries
 - i. Undergraduate Faculty: 75% of the Western United States average salary (AACN)
 - ii. Graduate Faculty: 85% of the Western United States average salary (AACN).
 - c. Revise faculty web page to highlight faculty accomplishments and promote faculty recruitment.
 - d. Facilitate pursuit of doctoral degrees for current nursing faculty members through encouragement, information sharing, mentoring, and release time when possible.
 - e. Value diversity in the search and screening process.
 - f. Increase the ratio of tenure-track/tenured faculty to 50%.
3. Support Services for Students and Faculty
 - a. Simulation Center
 - i. Full-Time Simulation Director
 - ii. Full-Time Simulation Specialist
 - iii. Explore requirements for National Accreditation
 - iv. Explore innovative simulation technology to improve student learning and outcomes
 - b. Full time Graduate Student Advisor
 - c. Clinical Placement Coordinators:
 - i. Graduate Program
 - ii. Undergraduate
 - d. Promote Alumni Engagement and Faculty Development
 - i. Annual engagement even with CEUs offered, Keynote Speaker on Nursing Topics
 - ii. Advance development of faculty in teaching, scholarship, service, practice, and leadership.
 - e. Advocate equitable workload for faculty by providing reassigned time for full-time lecturers to facilitate participation in curriculum development, program evaluation, and promotion of student success activities.
 - f. Support faculty grant-writing including funding for attending workshops and pursuing grants.

- g. Continue to refine the faculty leadership development plan for the DON.
 - h. Support and encourage faculty sabbaticals.
4. Support community health promotion and disease prevention through use of CSUB DON community and service-learning activities.
 - a. Increase visibility of CSUB DON community and service-learning activities to increase community participation in health promoting activities and model health behaviors to targeted populations. Focused health promotion activities through a campaign that highlights community service activities through press releases and scholarly work.
 - b. Develop global service-learning outreach opportunities for Nursing students.
 5. Collaborate with university departments interested in creating interprofessional learning courses.
 - a. Create online and hybrid courses with interprofessional appeal to university departments.
 - b. Co-teach and coordinate interdisciplinary projects with other departments on campus.

Approved by Faculty Organization on February 2, 2006; April 24, 2014 Revised May 13, 2010; revised April 2014; November 3, 2016, March 2020,
October 2021

F. Strengths, Weaknesses, Opportunities, and Threats

A SWOT analysis conducted by the Department of Nursing identifies the following internal and external attributes which exert influence over the organization’s ability to meet its objectives. Areas of improvement and threats include both actual and potential influences.

<p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> ▪ CCNE accredited/BRN approved BSN program and MSN/FNP program ▪ Experienced, high quality faculty and staff ▪ Academic preparedness of students; Impacted Status designation ▪ Rigorous MSN and BSN curricula ▪ Excellent student outcomes (high NCLEX and FNP certification pass rates, low attrition) ▪ Advanced technology-mediated instruction, including courses (hybrid and fully online) and Simulation Center ▪ Certified faculty to teach online courses ▪ High-quality student activities, including CPHC and CNSA ▪ Positive faculty-student relationships 	<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> ▪ Pending faculty retirements ▪ Large number of part time faculty increase workload for full time faculty (orientation, etc.) ▪ Limited resources for faculty research, faculty development, and travel. ▪ Insufficient technological support ▪ Need for more full-time doctorally-prepared faculty ▪ Limited funds to maintain and update Simulation Center equipment ▪ Low tenure/tenure-track density of faculty ▪ Need for leadership succession planning and mentoring
<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> ▪ Improve health of community through CSUB Nursing initiatives ▪ Increase MSN and RN-BSN Program enrollment in response to community need and IOM recommendations ▪ Increase community support for CSUB Nursing ▪ Obtain external funding through grants/donations ▪ Strengthen alliance between members of the Nursing Advisory Committee ▪ Increase number of MSN and BSN students engaging in research and scholarly writing with faculty mentors ▪ Increase faculty and student diversity ▪ Increase tenure/tenure-track density 	<p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> ▪ Insufficient funding to provide for competitive faculty salaries ▪ Insufficient financial support from the state ▪ Private programs threaten clinical placements and faculty recruitment ▪ National nursing faculty shortage ▪ Limitations in clinical site type and quantity, especially for nursing specialties

G. Philosophy of Nursing

The outstanding faculty of the CSUB Department of Nursing has designed the departmental philosophy and curriculum around the Nursing metaparadigm concepts of client, environment, health and the nurse.

We assume nursing is a scientific discipline and as a discipline makes a distinctive contribution to the maintenance and promotion of health. This contribution is achieved through facilitating maximum functional health status by collaborating with individuals, families, groups and the community. Activities to accomplish nursing goals are viewed as congruent with society's expectations and needs.

Professional nursing draws upon the related disciplines of natural and social sciences, humanities and nursing science for its theory as a foundation for practice. In addition, nursing continues to develop and refine its knowledge base through scientific inquiry into its theory and practice. Critical thinking, progressive inquiry, and decision-making skills are emphasized through the use of the nursing process, which is directed toward achievement of maximum functional status for the client. The use of this process results in complex independent judgments based on accurate data and knowledge. We believe that the ability to engage in this process necessitates a baccalaureate level of nursing education. Such education is the essential preparation for beginning professional nursing practice.

Client

The client of nursing is the recipient of nursing care and may include the person across the lifespan, family, group or community. The faculty believes in the integrity, dignity, and worth of the person as an open, goal-directed, humanistic being. We assume each person as an open system includes distinct, but integrated physiological, psychological and socio-cultural systems. The person as an open system actively engages in interchange of energy with the environment and tends to achieve a balance among the various forces operating within and upon it. As an open system, the individual attempts to achieve balance with respect to these forces by utilizing, conserving, and replenishing energy in order to function effectively and efficiently. The motivating energy underlying this interchange with the environment is assumed to be present from conception through the lifespan. Developing through the process of adaptation, each person is engaged in modification through interaction with the environment. Effective adaptation during development can be defined as momentary periods of balance and maximum functional status. Genetic factors, spiritual orientation, education, occupation, and cultural/ethnic group membership influence individualized development. Although individuals strive to achieve balance and maximum functional status, they also actively seek new experiences that may disturb their balance at least temporarily. These new experiences may require variable behavioral modifications to re-establish balance. Further, we believe that individuals are rational, ever-changing, and capable of making critical choices.

Within our philosophical framework, the person across the lifespan, as an open system, interacts with, is part of, and influences other systems. The family is a dynamic social system which responds to the needs and desires of its members and the community in which it is located. As the primary reference group for the individual, the family serves to protect, educate, and nurture. Individuals or sub-populations sharing a common purpose or problem are the group/aggregate clients of nursing. A community, also a client of nursing, interacts with individuals, groups and institutions for their mutual protection and common good. Because we believe in the value of relationships, linking people to each of the above social systems, we view the individual not in isolation, but as an integral part of the larger whole. These relationships are significant because they influence the individual's development, systems stability, functional status and health.

Environment

The environment may be defined as a composite of all the conditions and elements that make up the internal and external surroundings and influence the development of individuals. Additionally, the environment may be conceptualized as human, social, political, economic, geographic and physical factors influencing each other. We view society as the network of dynamic relationships that links individuals to other systems such as family, other individuals, group/aggregates, community, nation and the universe. The individual and society are linked to and part of the environment. Further, individuals, society, and the environment mutually influence each other through exchange of energy. One aspect of the interaction of these multiple factors is their influence on health.

Health

Health can be defined as a state of maximum wellness/functional health status at a given point in time. The concept of maximum wellness has been classically defined as an “integrated method of functioning which is oriented toward maximizing the potential of which the individual is capable within the environment where he is functioning” (Dunn, 1959, p. 18). Hence our belief that health consists of the ability to function optimally within an ever-changing environment and that health influences one’s growth and development. Health is composed of multiple factors, some of which include the presence or absence of a disease state and the ability to adapt to internal and external stressors. Personal responsibility for an individual’s health is assumed by virtue of the individual’s health promoting behaviors.

Nurse

We believe the professional nurse works autonomously and collaboratively with others to promote the health of individuals, families, and communities. Nurses are individually accountable to the public they serve. As a patient advocate and change-agent, the nurse works with others to facilitate growth and needed changes in the healthcare delivery system by evaluating and utilizing research findings. The professional nurse not only interacts with patients/clients during the provision of care but also supervises and coordinates the care given by others. Advanced communication, education, leadership, research and clinical skills are used to carry out these nursing functions.

Professional nurses provide nursing services to individuals of all ages and to families in a wide variety of healthcare settings where they function with various degrees of independence and complexity. Increasingly, evolving nursing roles in the healthcare delivery system will require even greater independent decision-making, accountability, and autonomy of practice. Scientific and technological advances necessitate commitment to life-long learning and may include higher education. While ensuring the welfare of the public, the nurse also has the added responsibility to enhance the welfare of the profession of nursing. This is accomplished by being actively involved with political and social forces impacting upon the profession.

Approved by Faculty Organization May 13, 2010; Update/Review 02/21; 2/06; 9/15, 9/20

H. Philosophy of the Teaching Learning Process and Professional Education

Learning is an active, experiential process that is lifelong, dynamic, continuous, and growth-producing. This faculty views teaching as a deliberate endeavor to guide a learning situation in order to bring about a desired learning outcome. We believe that our goal as professional nursing educators is to provide experiences for students to become mature, skilled, responsible practitioners of nursing who arrive at independent, complex judgments. These judgments are based on complete and accurate data coupled with theory and knowledge, not only from nursing, but also from the liberal arts and sciences. Because of the complexity of the evolving body of knowledge we believe that professional nursing education is a life-long process.

Development of the student in the acquisition of nursing knowledge takes place through the student's interaction with the environment. The nature of the learning environment is therefore a significant factor in learning. The Department of Nursing structures the learning environment that proceeds from simple to complex experiences. Teaching/learning practice provides the student with opportunities to care for individuals, families and communities. The student comes to the learning situation with a specific cultural and ethnic background. Each student's learning style, strengths, and goals have evolved out of past interactions between innate characteristics and the environment. With the assistance of the faculty, it is the student's responsibility to identify personal strengths and weaknesses and to achieve self-understanding, which enhances personal and professional growth.

We view faculty members as educators and facilitators of learning with the goal of stimulating student interest and encouraging students to assume responsibility for their own learning. We recognize that the faculty member's expertise, perceptions, beliefs and expectations influence the learning process. The faculty member exposes students to attitudes, experiences, skills, and knowledge, encouraging students to discover meaningful relationships relevant to nursing practice. The faculty member serves as a role model to the student by demonstrating a variety of nursing skills, not the least of which is sensitivity in human relationships. The elements of openness, trust and caring in the student-faculty relationship are critical to the establishment of an environment conducive to learning.

Creativity and flexibility in teaching allow for responsiveness to changing environmental and societal needs. Thus, we recognize various instructional methods in promoting learning. Individual needs of the student, based on their cultural and ethnic backgrounds, available experiences, content to be learned, and environmental conditions all influence the Department of Nursing choice of instructional methodology. We believe that the most effective methods are those which actively involve the student with the material to be learned. In addition, the faculty utilizes academic and personal counseling as well as the campus educational support system which provides assessment and tutorial help.

A planned nursing curriculum, subject to ongoing evaluation by faculty, students, and the community of interest, is essential to guide students in becoming professional nurses. The curriculum is designed to foster behaviors consistent with professional standards and guidelines. The intent of the curriculum is to stimulate intellectual curiosity, analytical ability, critical thinking, ethical reasoning, and individual creativity in all settings. The effectiveness of the program is measured ultimately by the extent to which students: (1) demonstrates achievement of the program's terminal objectives; (2) are valued by patients/clients and employers; (3) derive satisfaction from their nursing activities; and (4) make significant contributions to the improvement of healthcare and the profession of nursing.

I. Development of Concepts in the Curriculum

Degree Roadmap

Levels	ENVIRONMENT			
	CLIENT	HEALTH	NURSE	
	Clients of Nursing	Systems Stability	Nursing Roles	Nursing Process
2: Systems Theory (N2110, 2111, 2120, 2121, 2130, 2131)	Person Family Community Population	Development of Systems & Subsystems Problems of Systems & Subsystems Modes of Intervention	Introduction to Roles of Professional Nursing (Clinician, Leader, Researcher, Educator) Historical, Legal, & Ethical Aspects of Nursing Beginning Clinician Skills Nursing Care for Adult Clients	Communication Assessment of Multiple Systems (Physiological, Psychological, Sociocultural) Functional Health Patterns Nursing Diagnosis Plan: Setting Goals & Objectives Intervention Evaluation
2: Adult Theory (N2110, 2111, 2120, 2121, 2130, 2131)	Life Span: Adult Aging, Contracting Family	Health Problems: Effects on Physiological, Psychological, Sociocultural Systems of Adults	Expansion of Clinician Role Nursing Care for Adult Clients Beginning Leadership Skills Beginning Educator Skills	Assessment, Nursing Diagnosis, Planning, Intervention, & Evaluation of Health Problems of Adult Clients
3: Family Theory, Group Theory (N3110, 3111, 3120, 3121, 3130, 3131, 3150)	Life Span: Expanding Family: Pre-Conception through Adolescence Psychiatric/Mental Health Clients	Systems Development Developmental & Health Problems & Their Effects on Physiological, Psychological, Sociocultural Systems of Maternal/Child & Psychiatric Clients	Continuing Development of Level II Roles: Clinician Roles with Maternal/Child & Psychiatric Clients Beginning researcher Skills	Continuing Use of the Nursing Process for Expanding Families from Pre-Conception through Adolescence & for Clients with Psychiatric/Mental Health Problems

<p>3: Aging Theory (N3140, 3141)</p>	<p>Life Span: Adult Aging, Contracting Family</p>	<p>Health Problems: Effects on Physiological, Psychological, Sociocultural Systems of Adults</p>	<p>Expansion of Clinician Role Nursing Care for Adult Clients</p>	<p>Assessment, Nursing Diagnosis, Planning, Intervention, & Evaluation of Health Problems of Adult Clients</p>
<p>4: Aggregate & Community Theory (N4128, 4129, 4908, 4901)</p>	<p>Client/Family in Communities Group-Aggregates & Community as Clients Diversity</p>	<p>Systems & Subsystems Stability & Instability in Families, Groups, Aggregates, & Communities Systems for Health Care Delivery</p>	<p>Independent Decision Maker Management Skills & Application Nursing Care for Groups, Aggregates, & Families Application of Researcher Roles</p>	<p>Application of Nursing Process to Families, Group-Aggregates, & Communities</p>
<p>4: Advanced Adult Theory (N4110, 4111)</p>	<p>Person/Family</p>	<p>Systems & Subsystems Instability in Clients/Families</p>	<p>Independent Decision Maker Advanced Beginner Clinician Role Legal & Ethical Aspects of Nursing Nursing Care for Persons/Families Application of Researcher Roles</p>	<p>Application of Nursing Process to Persons/Families with Health Problems</p>

Updated 2/06; 2/21; Approved by Faculty Organization May 13, 2010; 6/11; 6/16; Reviewed 9/20

J. CSUB Conceptual Model

The Department of Nursing faculty has developed the CSUB Department of Nursing Conceptual Model to reflect the Department's philosophy and to provide a framework within which the objectives, major concepts and primary strands of the curriculum can be articulated. It is based on general systems theory, Quality and Safety Education for Nurses (QSEN) competencies, and views the client (individual- family- community-population) as a multi-system entity. The CSUB Conceptual Model represents the nurse (in the roles of clinician, educator, leader, and researcher) as operating within the framework of the nursing process and interacting with the client within the environment in which both exist.

Concepts in the curriculum are developed in five major areas:

1. Clients of Nursing
2. Functional Health Patterns
3. Nursing Roles
4. Nursing Process
5. QSEN Competencies

K. Conceptual Model: Definitions

Client

The client of nursing is seen as an individual across the lifespan, family, community, or population in need of nursing services. Each client of nursing functions within an external environment and includes and is influenced by physiological, psychological, and sociocultural systems.

Individual Across the Lifespan

An open humanistic individual system which consists of a number of distinct, integrated systems, including physiological, psychological, and sociocultural. The individual lives in or interacts with the family, community, and population.

Family

Two or more persons involved in an ongoing living arrangement, usually residing in the same household, experiencing common emotional bonds and sharing certain obligations toward each other and toward others. An extended family is a larger kinship group who, although not residing in the same household, continue to experience common emotional bonds and share certain obligations.

Community

Individuals working together who share a common problem, purpose, or interest.

Population

Group or groups of people with shared characteristics in personal, environmental or common traits in terms of special interest, circumstance or geography (Stanhope & Lancaster, 2012).

Functional Health Patterns

Functional Health Patterns is defined as a relationship of behaviors and actions that occur within the time continuum of human life. Some individuals have strengths or effective functioning capability while others need assistance to achieve positive or higher functioning in life (Carpenito, 2016).

The Nurse

The nurse is a student/professional who provides services to the client through incorporation of the roles of clinician, researcher, educator and leader. Nurses utilize clinical judgment, QSEN competencies, and life-long learning while using the nursing process to achieve client system stability/maximum function. Nurses encounter clients when “life processes” involve health issues. The ANA Social Policy Statement (2010) says that nursing is “the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities and populations.”

Nursing Roles

In each of the identified roles, the nurse uses the nursing process, communication skills, and client advocacy. Historical, legal and ethical aspects of client care are also included.

Clinician. Provides care to clients.

Researcher. Uses the research process as a problem-solving approach to systematically address nursing problems that advance the knowledge of the nursing profession.

Educator. Uses learning theories and the teaching process in an interactive way to increase the client’s knowledge.

Leader. Uses informal or formal power and decision-making skills to move a group or organization toward one or more goals.

QSEN competencies

Provides a framework to prepare “future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work.” (QSEN, 2014, para. 1, from: <http://qsen.org/competencies/pre-licensure-ksas/>) The competencies consist of: 1) patient centered care; 2) teamwork and collaboration; 3) quality improvement; 4) safety; 5) informatics; and 6) evidence-based care. The model addresses areas that affect the relationship between the client, the nurse, and the environment.

Nursing Process

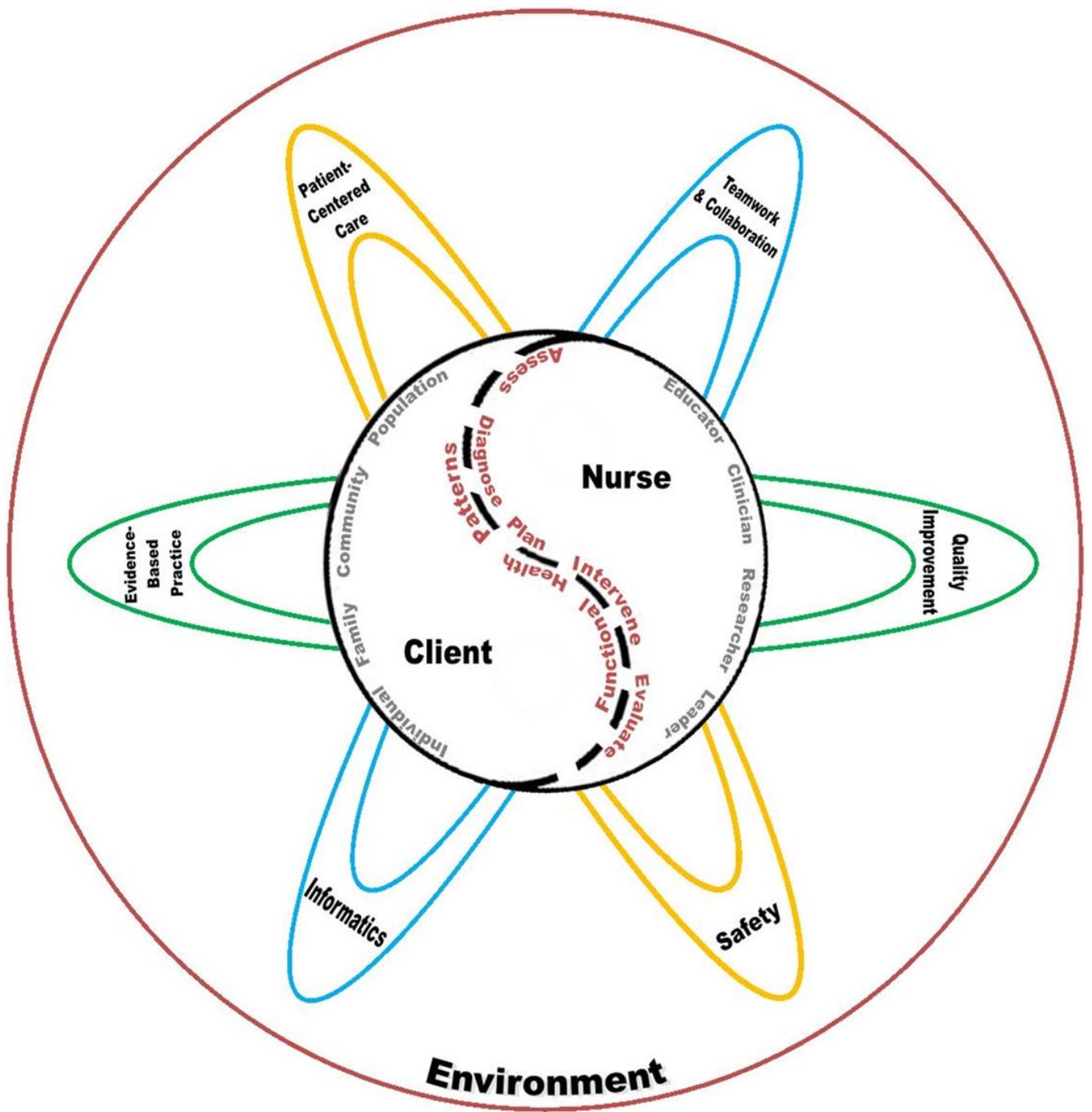
A deliberative, systematic approach for making decisions about a client’s health state and improvements that can be achieved through nursing interventions, the specific nursing implementation to accomplish these changes, and the effectiveness of the implementation. It is seen to occur in five phases: (1) assessment, (2) nursing diagnosis, (3) planning, (4) intervention, and (5) evaluation.

Environment

The environment may be defined as a composite of all the conditions and elements that make up the internal and external surroundings and influence the development of individuals. Additionally, the environment may be conceptualized as human, social, political, economic, geographic and physical factors influencing each other. We view society as the network of dynamic relationships that links individuals to other systems such as family, other individuals, community, and populations. The individual and society are linked to and part of the environment mutually influencing each other. One aspect of the interaction of these multiple factors is their influence on health.

Health Outcomes

The client and the nurse interact with the environment to develop positive health outcomes. The nurse uses QSEN competencies, nursing roles, and nursing process to elicit health promoting behaviors which result in those positive health outcomes (Pender, Murdaugh & Parsons, 2017).



Health Outcomes

Approved by Faculty Organization: April 24, 2014, Reviewed 9/20

L. Major Strands of the CSUB Undergraduate Curriculum

The major strands of the curriculum are important selected concepts that are relevant to nurses and nursing practice. Although not part of the model, these strands are integral to the nursing program, and are addressed in a variety of courses across the curriculum.

Communication

Communication forms the matrix of the nurse-client/patient relationship and is an essential component of the theory and practice of nursing. Observation, interpretation, and intervention are the essence of a nurse-client/patient relationship (Finkelman & Kenner, 2016). Nurses use communication skills to: (1) provide new information, (2) correct misinformation, (3) promote understanding of client responses to health problems, (4) explore options for care, (5) assist in decision-making, and (6) facilitate the well-being of clients through verbal, nonverbal, and written formats.

Communication is viewed as a circular rather than a linear process and is best understood within the context of a relationship. Relationships take place between people, and the self is central to the development of any relationship. Exploring meanings of feelings and behaviors is relevant to a full understanding of the client as a person (Kearney-Nunnery, 2015).

Critical Thinking

Critical thinking is a creative, reflective and scientific thinking process by judging, questioning, examining, inferencing, assuming, arguing, and reasoning to come up with conclusion in problem solving, addressing issues, making statements and taking actions (Wilkinson, 2011).

Culture

The sum total of the way of living within a human group, includes the following but not limited to relationships, practices, habits, likes/dislikes, rituals, values, beliefs, standards, language, thinking patterns, behavioral norms, communication styles. Culture also depends on social matrix of knowledge, art, law, morals and customs. It guides decisions and actions of a group through time (Spector, 2017).

Economics

The aspects of healthcare associated with costs related to provision of care, cost containment, and distribution of resources.

End-of-Life Care

End-of-life care is an essential nursing function, working along with the interprofessional team, to provide palliative and hospice care to promote better care of the dying individuals and their families. (AACN, 2016)

Ethics

A standardized code that governs professional behavior and acts as a guide for decision making. The four major ethical principles that guide nursing actions include: 1) Autonomy, 2) Beneficence, 3) Justice, and 4) Veracity (Finkelman & Kenner, 2016).

Evidence-based Practice

Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care (www.qsen.org).

Genomics

The study of the genetic structure of humans for the purpose of determining the cause of disease, effects of treatments such as radiation, and the development of gene therapy to treat specific diseases (Ellis & Hartley, 2018).

Gerontology

Gerontology is a term used to describe the study of aging and/or the aging process (Mauk, 2017). Biopsychosocial considerations are included in this definition.

Health-Illness Continuum

The concept of a health-illness continuum related to the health status of patients/clients is used to differentiate the level of nursing care required. Health status is conceptualized as an ever-changing process, with the potential for health and illness to coexist to varying degrees.

Health Promotion

A focus of health care that is directed at maintaining and improving health. Strategies include disease prevention, health education, and control of environmental hazards (Finkelman & Kenner, 2016).

Historical Perspective

The view of nursing which includes the progression of nursing from its early beginnings to the present.

Human Development

The life process through which each individual progresses from infancy to senescence.

Informatics

Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making (www.qsen.org).

Legal Issues

The issues or aspects of nursing practice which are governed by law and involved with providing quality healthcare and protecting society from unsafe nursing practice.

Patient-centered care

Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values and needs (www.qsen.org).

Political Issues

Healthcare and nursing issues related to the way in which scarce healthcare resources are allocated, including the development and application of health care policy (Milstead & Short, 2017).

Professionalism

The qualities exhibited by nurses as individuals or as a group that fulfill the characteristics ascribed to a profession, including being self-conscious of own actions, being knowledgeable in the disciplines and being responsible of others (Potter & Perry, 2016).

Quality Improvement (QI)

Use data to monitor outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems (www.qsen.org).

Safety

Minimize risk of harm to patients and providers through both system effectiveness and individual performance (www.qsen.org).

Teamwork & Collaboration

Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect and shared decision-making to achieve quality patient care (www.qsen.org).

M. Alignment of Strands with BRN Requirements and AACN Essentials

Content required by the Board of Registered Nursing (BRN) and in alignment with the *Essentials for Baccalaureate Nursing Education* (AACN, 2008) is included in the Strands.

N. References

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O. Alignment of Baccalaureate Program and Level Objectives

Goal A: BSN graduates will be prepared to function in the four professional nurse roles of clinician, researcher, leader, and educator.

Goal B: BSN graduates will be prepared for graduate study and value lifelong learning to support excellence in nursing practice.

Goal C: Traditional BSN graduates will successfully complete the RN licensure examination (NCLEX).

	CSUB BSN Objectives	Level 2	Level 3	Level 4
	The program objectives are to prepare students for graduation who:			
I.	Integrate the knowledge and methods of the humanities, social sciences, and natural sciences as a foundation for nursing practice.	Apply theory and knowledge from the humanities, social and natural sciences as a foundation for nursing practice.	Analyze and integrate the knowledge and methods of the humanities, social sciences, and natural sciences as a foundation for nursing practice.	Combine theory and knowledge from the humanities, social and natural sciences as a foundation for nursing practice.
II.	Incorporate knowledge, skills, and attitudes in leadership, quality improvement, and client safety as necessary components of high quality health care.	Identify the knowledge, skills and attitudes of leadership, quality improvement, and client safety to promote high quality nursing care.	Apply knowledge, skills, and attitudes in leadership, quality improvement, and client safety as necessary components of high quality health care.	Analyze the knowledge, skills and attitudes of leadership, quality improvement, and client safety to promote high quality nursing care.
III.	Evaluate current evidence and incorporate evidence-based practices to improve client outcomes.	Describe current evidence-based practices and use evidence-based practices to improve client outcomes	Analyze current evidence and incorporate evidence-based practices to improve client outcomes.	Evaluate current evidence-based practices and use evidence-based practices to improve client outcomes.
IV.	Utilize knowledge, skills, and attitudes in client care technologies, information systems, and communication devices to deliver safe and effective nursing care.	Discover the knowledge, skills and attitudes in client care technologies, information systems, and communication devices to deliver safe and effective care	Demonstrate knowledge, skills, and attitudes in client care technologies, information systems, and communication devices to deliver safe and effective nursing care.	Utilize knowledge, skills and attitudes in client care technologies, information systems, and communication devices to deliver safe and effective care.

	CSUB BSN Objectives	Level 2	Level 3	Level 4
V.	Demonstrate an understanding of healthcare policies, including financial, legal, and regulatory, and their direct and indirect influences on the nature and functioning of the healthcare system.	Describe healthcare policies, including financial, legal and regulatory and their direct and indirect influences on the nature and functioning of the healthcare system	Demonstrate an understanding of healthcare policies, including financial, legal, and regulatory, and their direct and indirect influences on the nature and functioning of the healthcare system.	Analyze healthcare policies, including financial, legal and regulatory and their direct and indirect influences on the nature and functioning of the healthcare system.
VI.	Use effective communication and collaborative skills as part of an inter-professional team to deliver patient-centered care.	Demonstrate effective communication and collaborative skills as part of an inter-professional team to deliver patient-centered care.	Implement effective communication and collaborative skills as part of an inter-professional team to deliver patient-centered care.	Evaluate effective communication and collaborative skills as part of an inter-professional team to deliver patient-centered care.
VII.	Deliver population-focused nursing care, with an emphasis on health promotion and disease prevention in a diverse, multicultural society.	Define population focused care, with an emphasis on health promotion and disease prevention in a diverse, multicultural society.	Discuss population-focused nursing care, with an emphasis on health promotion and disease prevention in a diverse, multicultural society.	Practice and evaluate population focused care, with an emphasis on health promotion and disease prevention in a diverse, multicultural society
VIII.	Demonstrate professionalism and a respect for the inherent ethical values of altruism, autonomy, human dignity, integrity, and social justice as fundamental to the discipline of nursing.	Demonstrate professionalism and a respect for the inherent ethical values of altruism, autonomy, human dignity, integrity, and social justice as fundamental to each role of the professional nurse (clinician, researcher, educator, leader).	Evaluate professionalism and a respect for the inherent ethical values of altruism, autonomy, human dignity, integrity, and social justice as fundamental to each role of the professional nurse (clinician, researcher, educator, leader).	Integrate the roles of the professional nurse (clinician, researcher, educator, leader) with respect for the inherent ethical values of altruism, autonomy, human dignity, integrity, and social justice as fundamental to each role of the professional nurse (clinician, researcher, educator, leader).
IX.	Engage in clinical nursing practice with clients, including individuals, families, groups, communities, and diverse populations across the lifespan and the continuum of healthcare environments.	Engage in clinical nursing practice with adult clients and their families across the continuum of healthcare environments, utilizing the nursing process and the Department of Nursing philosophy and conceptual model.	Engage in clinical nursing practice with clients and families across the lifespan and the continuum of healthcare environments, utilizing the nursing process and the Department of Nursing philosophy and conceptual model.	Engage in clinical nursing practice with clients (individuals, families, groups, communities, and diverse populations) across the lifespan and the continuum of healthcare environments, utilizing the nursing process and the Department of Nursing philosophy and conceptual model.

Reviewed 2004-2005, UGPC

Approved by Faculty – May 18, 2006; June 2013

Reviewed 2/21, 01/16 UPC

P. Faculty Organization Bylaws

Article I – Department of Nursing (DON)

Section 1: The DON of California State University, Bakersfield, hereafter shall be referred to as the "Department." The name of the faculty association shall be the "Faculty Organization." The purpose of the Faculty Organization (FO) is to assist the Department of Nursing (DON), faculty, and students to achieve goals and objectives. (See Article II.)

Section 2: In order to meet the Mission, Philosophy, Goals/Objectives of California State University, the FO promotes and supports activities to attain the specific student and faculty goals and objectives.

Article II – Goals and Objectives

Section 1: Faculty Goals/Objectives

Faculty goals and objectives are congruent with those of the University and specify expectations for teaching, scholarship, service, and practice. The intent of these goals and objectives is the:

- A. Promotion of excellence in teaching.
- B. Support for scholarship and research.
- C. Provision of service to the community of interest.
- D. Evaluation of faculty practice goals/objectives.

1.1 Promotion of Excellence in Teaching

- 1.1a Maintain currency in methodology and course content.
- 1.1b Participate in professional practice.
- 1.1c Participate in recruitment and retention of an excellent faculty with an effort to maintain a diverse faculty.
- 1.1d Collaborate with nurse educators and other nursing professionals within the community

1.2 Support for Scholarship and Research

- 1.2a Conduct research studies that add to the body of nursing knowledge.
- 1.2b Disseminate research findings.
- 1.2c Perform scholarly activities that may include such items as research, program evaluation, grant writing, presentations at conferences, publications, and quality improvement projects. (See RTP criteria.)

1.3 Provision of Service to the Community of Interest.

- 1.3a Providing grant writing and service.
- 1.3b Act as a consultant in the community, state, and nation.
- 1.3c Collaborate with community agencies for the promotion of health care.
- 1.3d Facilitate continuing education for nurses in the community.
- 1.3e Actively collaborate with academic faculty to promote the mission/goals of the University.

1.4 Evaluation of Faculty Goals/Objectives

- 1.4a Determine attainment of stated faculty goals and objectives via the *Master Plan for Evaluation*.
- 1.4b. Recognize the significant teaching, scholarship, service, and practice contributions of the faculty.

Section 2: Curriculum Goals/Objectives

Curriculum goals and objectives are congruent with those of the University and specify expectations of the undergraduate and graduate programs. The programs within the DON are approved by the DON, the School of Natural Science, Mathematics, and Engineering and the University. The intent of the DON is to maintain appropriate state approval and national accreditation. The following programs are currently offered:

2.1 Undergraduate Programs

- a) Traditional BSN program
- b) RN to BSN program

The following are goals of the Undergraduate program:

- 2.1a Provide pathways for pre-licensure students and registered nurses who are seeking a Bachelor of Science in Nursing (BSN).
- 2.1b Prepare graduates with the knowledge, skills, attitudes, and values essential to the practice of entry-level professional nursing.
- 2.1c Prepare graduates who have competency in evidence-based practice, population-focused care, and nursing leadership.
- 2.1d Build upon a foundation and integration of liberal education which not only prepares knowledgeable, analytical practitioners who will be able to function professionally, but also provides a core of content upon which graduate programs in nursing can be built.

(Undergraduate Program Objectives: <http://www.csub.edu/nursing>)

2.2 Graduate Programs

MSN (FNP option only at this time)

The following are the goals of the Graduate program:

- 2.2a Prepare graduates to assume entry-level positions as Advanced Practice Registered Nurses (APRNs) in a variety of settings.
- 2.2b Prepare graduates to assume leadership positions and advocacy roles that influence healthcare outcomes and contribute to the advancement of the nursing profession.
- 2.2c Develop and offer options, in response to community needs, that prepare APRNs to use theory and evidence-based practice to optimize the health status of the client and community.

(MSN and FNP Program Objectives: <http://www.csub.edu/nursing>)

2.3 Evaluation of Curriculum Goals and Objectives

The evaluation process is designed to identify the effectiveness and achievement of curricular and program objectives. The *Master Plan for Evaluation* details the systematic process and procedures for the evaluation of both faculty and curricular goals and objectives.

Article III - Functions

Section 1: The Faculty Organization of the Department shall:

- A. Have jurisdiction over matters of curricular, educational, and faculty policy affecting the Department within the regulations of the School, University, and the CSU System.
- B. Receive committee reports and act on the recommendations.
- C. Make recommendations to the Chair concerning business affairs of the DON.
- D. Maintains an on-going relationship with the community.

Article IV – Membership

Section 1: Membership in this organization shall be open to:

- A. All full-time tenured, tenure-track, and full- or part-time temporary DON faculty.
- B. An elected student representative or alternate from each class in the Traditional BSN program, RN-BSN Program, and MSN Program.
- C. Staff members of the DON.

Section 2: Associate membership shall be open to:

- A. Nurse Administrators of contract agencies within the Greater Bakersfield area.
- B. Individual members of other departments in the University.
- C. Individual members with CSUB Nursing Emeritus Faculty status.

Section 3: Voting Privileges:

- A. All tenured, tenure-track, and full- or part-time temporary faculty in the DON shall have one vote each in the conduct of faculty business.
- B. Student representatives may have one vote per class in the conduct of business at FO meetings. Specific voting privileges and attendance requirements for student representatives on committees are designated each year by faculty in the first fall meeting.
- C. The FO shall act by a simple majority vote of the faculty members present at any meeting provided there is a quorum. (See Article V, Sec. 3.)
- D. Electronic voting shall be used if an issue is determined to be urgent.
- E. The Chair does not vote but will cast the final vote if needed to break a tie vote.

Article V - Meetings

Section 1: Meetings of the FO shall be held at least once a month during the academic year.

Section 2: Special meetings of the faculty may be called at any time by the Chair of the DON or the Chair's assigned designee and shall be called by the Chair at the request of the majority of full-time tenured, tenure-track, and full-time temporary faculty.

Section 3: A quorum for the conduct of business at any faculty meeting shall consist of one-half plus one of the full-time tenured, tenure-track, and full-time temporary faculty.

Section 4: Meetings shall be conducted according to the most recently revised edition of *Robert's Rules of Order*.

Article VI – Faculty Organization (FO)

- Section 1:** The Executive Committee of the FO shall consist of:
1. The Chair
 2. The Assistant Chair
 3. The Graduate Program Director
 4. The RN-BSN Program Director
 5. The Undergraduate Program Director
 6. The Program Evaluation Committee Chair
 7. The Simulation Director for the Undergraduate Program
 8. The Simulation Director for the Graduate Program
- Section 2:** The Chair is elected for a three-year term, renewable once. The Assistant Chair will be appointed at the discretion of the Chair, must meet BRN criteria for appointment, and those specified in the job description. All Directors will be appointed by the Chair for a term of two years.
- Section 3:** The Chair of the Department shall preside over all meetings of the FO.
- Section 4:** Assistant Chair shall be responsible for the Department activities in the absence of the Chair. In the absence of the Chair, the Assistant Chair shall conduct any necessary meetings.
- Section 5:** The Undergraduate Program Director, appointed by the Chair, shall meet the qualifications specified in the job description and be responsible for maintaining accreditation and professional organization standards of the Traditional BSN program. The Undergraduate Program Director shall preside over all meetings of the Undergraduate Program Committee.
- Section 6:** The RN-BSN Program Director, appointed by the chair, shall meet the qualifications specified in the job description and be responsible for maintaining accreditation and professional organization standards of the RN-BSN Program.
- Section 7:** The Graduate Program Director, appointed by the chair, shall meet the qualifications specified in the job description and be responsible for maintaining accreditation and professional organization standards of the MSN Program. The Graduate Program Director shall preside over all meetings of the Graduate Program Committee.
- Section 8:** The Program Evaluation Chair, appointed by the Chair, shall meet the qualifications specified in the job description and be responsible for evaluation of the curriculum through implementation of the Master Plan for Evaluation.
- Section 9:** The Simulation Director(s), appointed by the Chair, shall meet the qualifications specified in the job description and be responsible for maintaining accreditation standards of the Society of Simulation in Healthcare and professional standards of best practice in simulation of the International Nursing Association for Clinical Simulation and Learning (INACSL).
- Section 10:** The administrative staff member shall record the minutes of the meetings of the FO, shall be responsible for distribution of copies of these minutes prior to the next meeting, and shall submit such minutes at the next meeting for approval.

Article VII - Committees

Section 1: General

- A. All standing committees and the Chair of each committee are elected by the faculty.
- B. Ad hoc committees are constituted by faculty election according to the needs of the DON. Membership is appointed by the Chair. On presentation of its final report to the FO, an ad hoc committee is dissolved.
- C. Chairs of committees do not vote but will cast the final vote if needed to break a tie vote.

Section 2: Advisory Committee: The Joint Bakersfield College/CSUB Advisory Committee

- A. This committee shall assist in the development of the DON and promote optimal health care through nursing education for the community.
- B. Membership: The Advisory Committee shall consist of members with the following representation, as available:
 - 1. Chair and/or Assistant Chair, DON, CSUB
 - 2. Director and/or Assistant Director, Nursing programs at BC
 - 3. CSUB Undergraduate Program Director
 - 4. CSUB RN-BSN Program Director
 - 5. CSUB Graduate Program Director
 - 6. Student Services Professionals (CSUB and BC)
 - 7. Simulation and Skills Lab Coordinators (CSUB and BC)
 - 8. Private and public acute care hospitals
 - 9. Rehabilitation hospitals
 - 10. Long-term health care agencies
 - 11. Community and home health care agencies
 - 12. Health Maintenance Organizations (HMO)
 - 13. Consumers of health care
 - 14. School nurses
 - 15. Student representative one each from CSUB and BC
 - 16. Alumni from CSUB and BC
 - 17. Sigma Theta Tau, Xi Epsilon representative
- C. Functions of the Advisory Committee will include:
 - 1. Assist the Chair and faculty by becoming informed about all of the nursing program options and by making opportunities to share this information in a manner that will best serve the purposes of the DON.
 - 2. Serve as liaison between the DON and the community for the purpose of promoting understanding, cooperation, and mutual respect.
 - 3. Provide various points of view on the role of nurses as members of the health team (which are relevant to nursing education).
 - 4. Assist in the recruitment of students for all programs.
 - 5. Assist in the recruitment and retention of nurse educators as members of the faculty.
 - 6. Advise and assist faculty with scholarly activity.
 - 7. Assist in gaining financial support from private sources for scholarships for students, travel assistance for faculty, funds for visiting lecturers, and discretionary funds for use by the Chair of the Department.
- D. The term of office for Advisory Committee members appointed by the Chair in consultation with the faculty is one year in length.

- E. Meetings: The Advisory Committee will meet twice per year, when possible. A Chair and a Secretary of the Advisory Committee will be elected by the committee at the fall annual meeting. The Chair will preside at the meeting.
- F. The Advisory Committee makes recommendations to the Chair of the DON who will provide a report to the FO.

Section 3: Standing Committees of the Faculty Organization (FO)

A. Undergraduate Program Committee (UPC)

- 1. Membership of the Undergraduate Program Committee shall consist of the Undergraduate Program Director, at least four faculty (at least one representative from Level 2; one representative from level 3; and one representative from level 4), the RN-BSN Program Director, the Student Services Professional, elected student representation or alternates from each class (these students will be present for curricular matters only), and the Department Chair.
- 2. The functions of this committee include:
 - a. Maintain a process for the systematic development, evaluation and modification of the undergraduate curricula based on the accepted mission, goals, and policies of the department and the University.
 - b. Develop and modify policies related to curriculum and student performance.
 - c. Review and revise the Undergraduate Student Handbook bi-annually.
 - d. Review and revise the catalog copy biannually.
 - e. Solicit student input as indicated for policy development regarding admissions, progression, and/or graduation.
 - f. Review student petitions for consideration for entry, re-entry, and progression.
 - g. Review and update appropriate publications relating to admissions and progression on an annual basis.
 - h. Monitor admission criteria for Impacted Status and amend as needed.
 - i. Make recommendations to the FO.
 - j. Report monthly to the FO. Submit an annual report to the FO in May.

B. Graduate Program Committee (GPC)

- 1. Membership of the GPC shall consist of the Graduate Program Director, the FNP Program Coordinator, an additional graduate program faculty member, Student Services Professional, elected student representation or alternates from each class (these students will be present for curricular matters only), and the Department Chair.
- 2. The functions of this committee include:
 - a. Maintain a process for the systematic development, evaluation and modification of the graduate curricula based on the accepted mission, goals, and policies of the department and the University.
 - b. Develop and modify policies related to curriculum and student performance.

- c. Review and revise the Graduate Student Handbook biannually.
- c. Review and revise the catalog copy biannually.
- d. Solicit student input as indicated for policy development regarding admissions, progression, and/or graduation.
- e. Review student petitions for consideration for entry, re-entry, and progression.
- g. Review and update appropriate publications relating to admissions and progression on an annual basis.
- h. Make recommendations to the FO.
- i. Report monthly to the FO. Submit an annual report to the FO in May.

C. Program Evaluation Committee (PEC)

- 1. Membership: The Program Evaluation Committee (PEC) shall consist of PEC Chair, the Department Chair, Undergraduate Program Director, Graduate Program Director, RN-BSN Director, one undergraduate student representative, and an administrative staff member. Members also may include appointed faculty consultants.
- 2. The functions of this committee include:
 - a. Establish evaluation plans and necessary documentation as required by the *Master Plan for Evaluation*.
 - b. Monitor the collection of documentation from the evaluation process.
 - c. Evaluate aggregate faculty outcomes, including completion, licensure, certification, employment rates, student satisfaction, and employer satisfaction
 - d. Review and revise the *Master Plan for Evaluation* biannually.
 - e. Report monthly to the FO.
 - f. Submit an annual report to the FO in May.
 - g. Participate in university evaluation activities (such as WASC).
 - h. Evaluate the pass rate for the NCLEX exam.

D. Community Preventive Health Collaborative Committee (CPHC)

- 1. Membership: CPHC Director, faculty, students, community agencies, Medical Director, and Lab Director.
- 2. The functions of this committee include:
 - a. Reach out to underserved populations with health education, non-diagnostic health screenings, and referral and follow-up.
 - b. Direct CPHC policies and protocols
 - c. Engage with the local community through service to address population health needs
 - d. Promote student leadership through club activities that emphasize health promotion and prevention in the campus community and Kern community.
 - e. Submit an annual report to the FO in May.

- E. Recruitment, Outreach, Scholarship, and Awards Committee (ROSA)**
1. Membership: The ROSA Committee shall consist of at least three faculty members, an elected student representative to participate in the recruitment and outreach activities only, and the Student Services Professional.
 2. The functions of this committee include:
 - a. Develop strategies for use in the recruitment of nursing students.
 - b. Coordinate participation in recruitment efforts of the DON.
 - c. Participate in campus outreach and community engagement activities in order to promote the image of CSUB and nursing.
 - d. Inform nursing students of scholarship availability and criteria.
 - e. Select students for specific nursing awards and scholarships.
 - f. Report to the FO each semester.
 - g. Provide assistance with planning for awards ceremonies.
 - h. Submit an annual written report to the FO in May.
- F. Learning Resources Committee (LRC)**
1. Membership: The Learning Resources Committee shall consist of the Simulation Directors, and one staff member.
 2. The functions of this committee include:
 - a. Maintain a list of departmental needs.
 - b. Review library and audio-visual holdings in the fall.
 - c. Recommend purchase of library, audio-visual holdings, and equipment with input from faculty.
 - d. Make recommendations to the FO for management of the nursing laboratories.
 - e. Report to the FO each semester.
 - f. Submit an annual report to the FO in May.
- G. California Nursing Students' Association (CNSA)**
1. Membership: The California Nursing Student's Association shall consist of at least one faculty member and undergraduate nursing students.
 2. The functions of this committee shall include:
 - a. Support the CNSA Mission and the Core values of Education, Advocacy and Activism, Professionalism, Stewardship
 - b. Plan and carry out a new student orientation for each new undergraduate nursing class entering the program.
 - c. Mentor undergraduate nursing students through the peer mentor program.
 - d. Participate in community service activities that promote a positive image of nursing and the undergraduate nursing program at CSUB.
 - e. Attend professional student nursing conventions
 - f. Submit an annual report to the FO in May.

CNSA mission statement: <http://www.cnsa.org/mission>

Article VIII – Bylaws

Section 1: Amendments: The bylaws of the faculty in the DON at California State University, Bakersfield, may be amended by a vote of two-thirds of the faculty members present and eligible to vote at any meeting of the FO provided written notice of such proposed action is sent to faculty members at least two weeks prior to the meeting.

Section 2: Bylaw Review: These bylaws shall be reviewed at least biannually.

Bylaws Committee, 2007-2008

P. Leapley
K. Gilchrist
A. Hedden

Bylaws Committee, 2009-2010

D. Boschini
G. Davidson
M. Kinder

Bylaws Committee, 2011-2012

P. Heintz
M. Kinder
M. Rubolino

Bylaws Committee, 2013-2015

P. Heintz
J. Pedro
D. Wilson

Bylaws Committee, 2017-2018

He, Heidi
Ball, Krystal
Dawkins, Denise
Huynh, Annie

Bylaws Committee, 2019-2020

Ball, Krystal
Huynh, Annie

Q. Organizational Charts

Organizational Plan, Lines of Authority, and Channels of Communication

The administrative and organizational structure of California State University, Bakersfield is illustrated in Chart 1. The academic and organizational structure of the university with its three schools and the academic departments which reside in each school is shown in Chart 2. These charts are provided in the *University Handbook* and on the CSUB website (<https://www.csub.edu/president/Charts/index.html>). The Academic Senate Organization is depicted in Chart 3. The line of authority and communication for the Department of Nursing is illustrated in Chart 4. The Department of Nursing Organizational Plan is displayed in Chart 5. Department of Nursing secretarial/clerical staff assignments are shown in Chart 6. The Department of Nursing charts are located in the Department of Nursing Faculty Policy Handbook and the Undergraduate and Graduate Nursing Student Policy Handbooks.

California State University, Bakersfield

Responsibility for California State University, Bakersfield is vested in the Board of Trustees, whose members are appointed by the Governor. The Trustees appoint the Chancellor, the chief executive officer of the CSU system. The Trustees, the Chancellor, and the Presidents develop system-wide policies, with actual implementation at the university level taking place through broadly based consultative procedures. The Academic Senate of the California State University system, composed of elected faculty representatives from each campus, recommends academic policy to the Board of Trustees through the Chancellor.

California State University, Bakersfield Administrative Structure

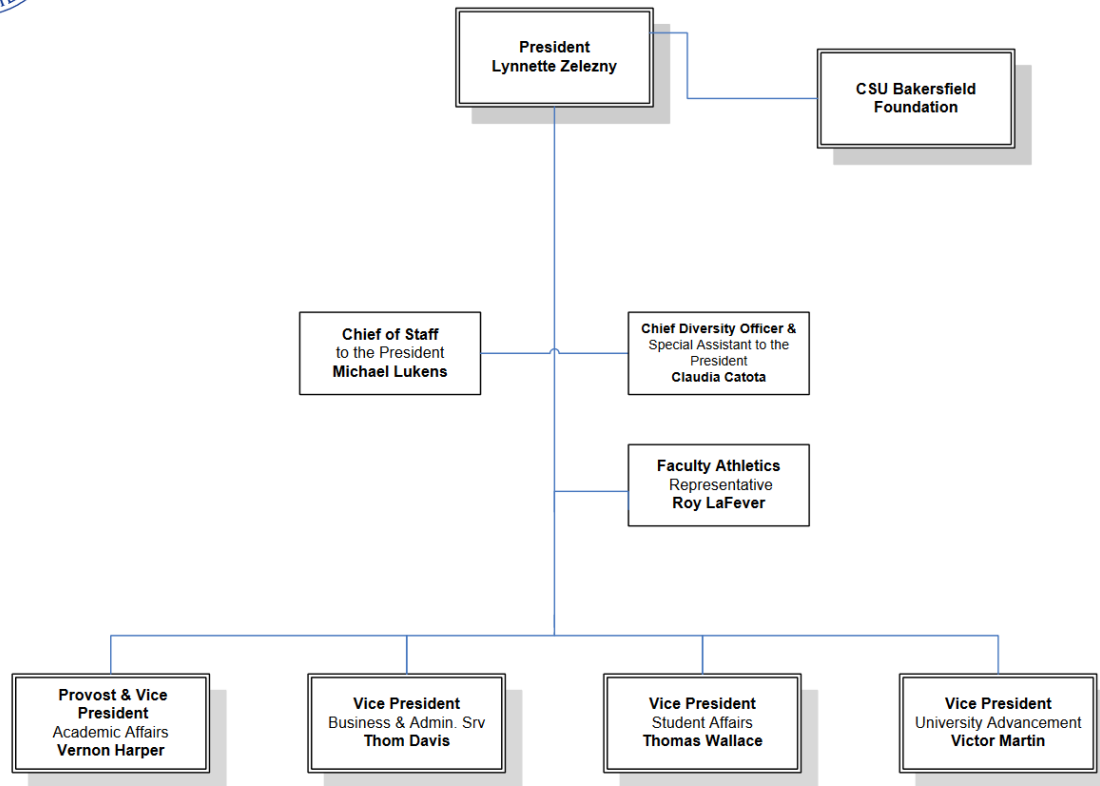
The administrative organization of California State University, Bakersfield provides the operational structure of the university. The University is administered by its President through various organizational units with the advice of consultative groups. Administrators, faculty members, students, and support staff are incorporated within the university's structure of governance.

Chart 1: CSUB Organization for Operations



CSU Bakersfield

OFFICE OF THE PRESIDENT
ORGANIZATIONAL CHART



6/2/20

Chart 2: CSUB Organization for Academic Affairs

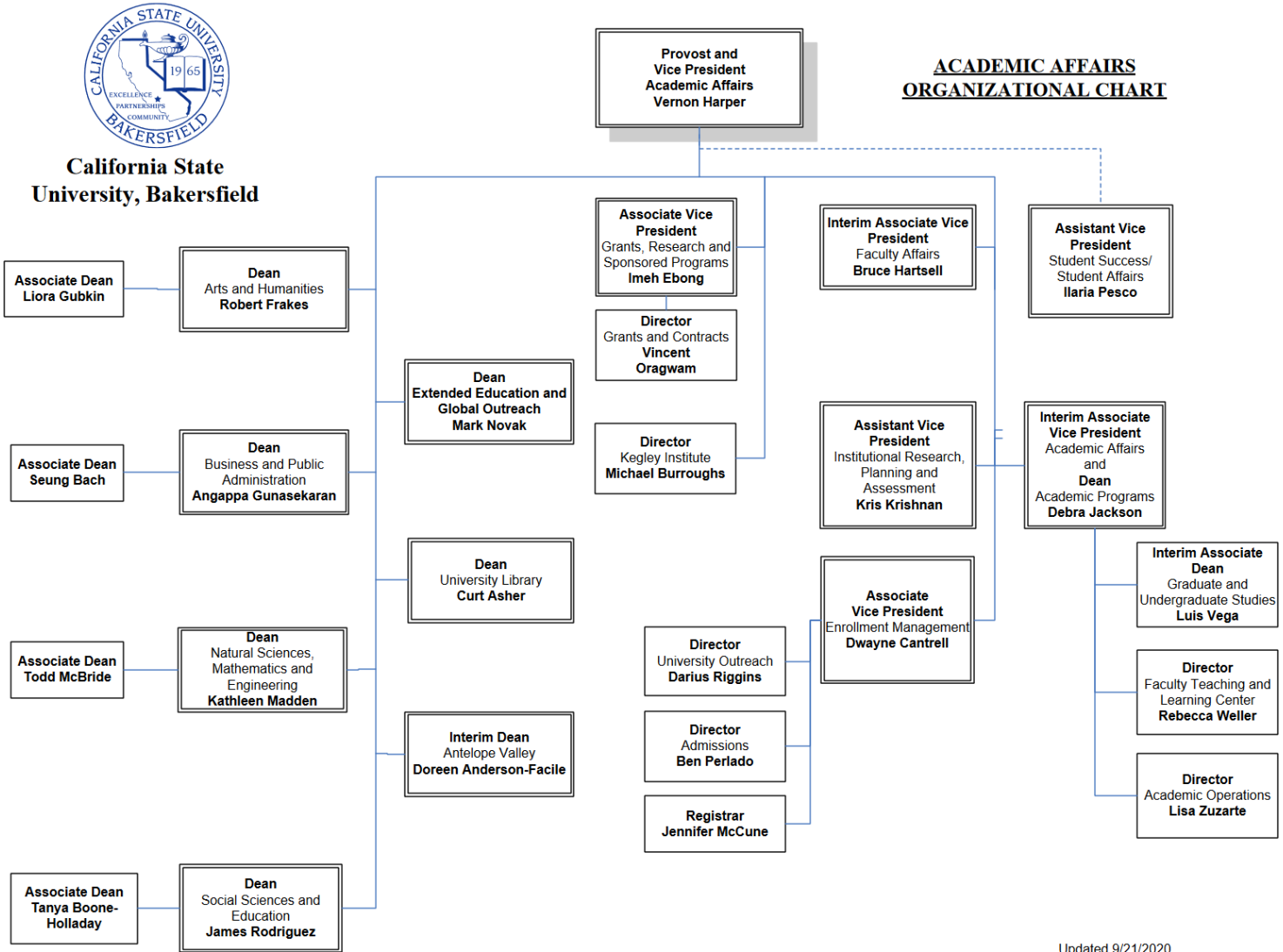


Chart 3: Academic Senate Organization



CSU Bakersfield

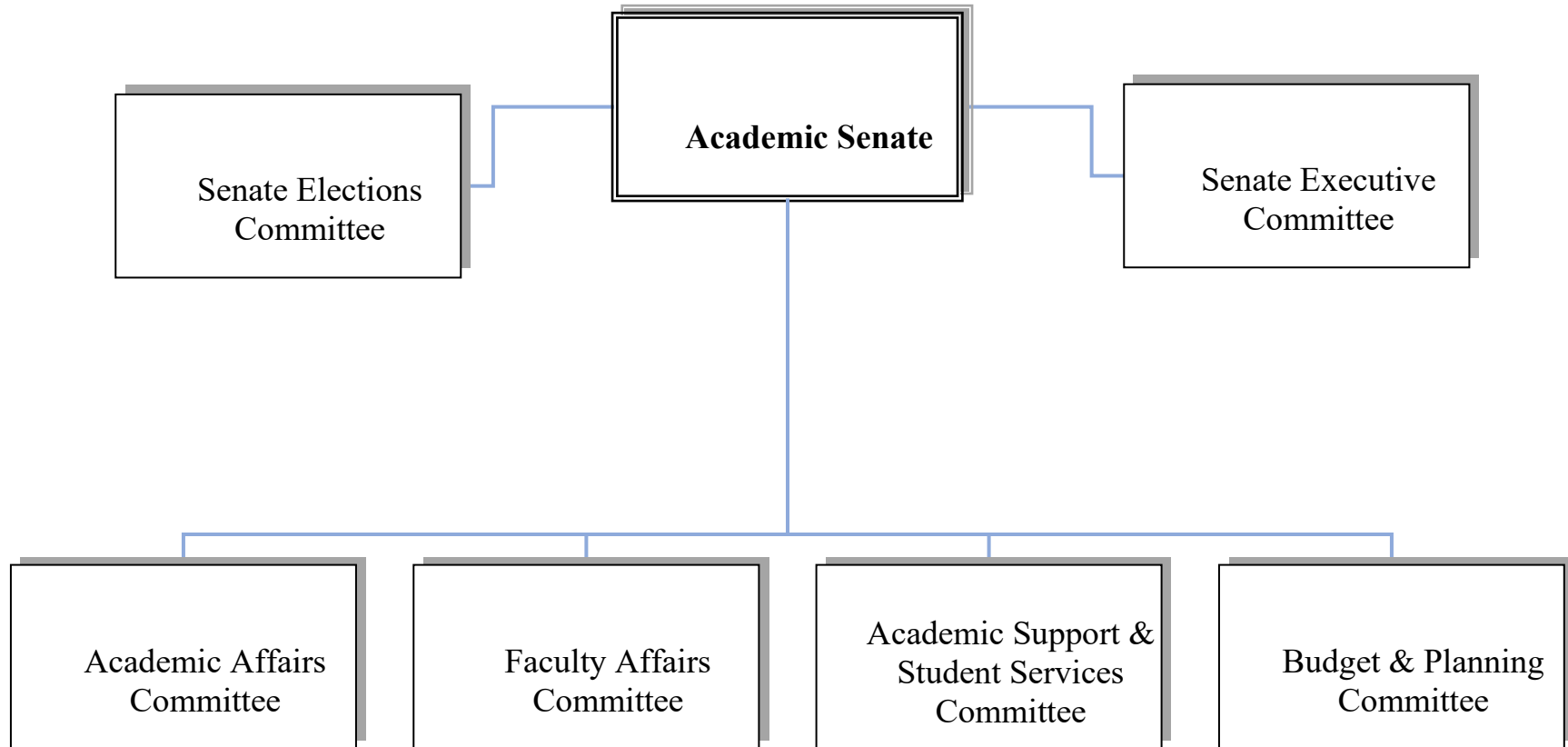
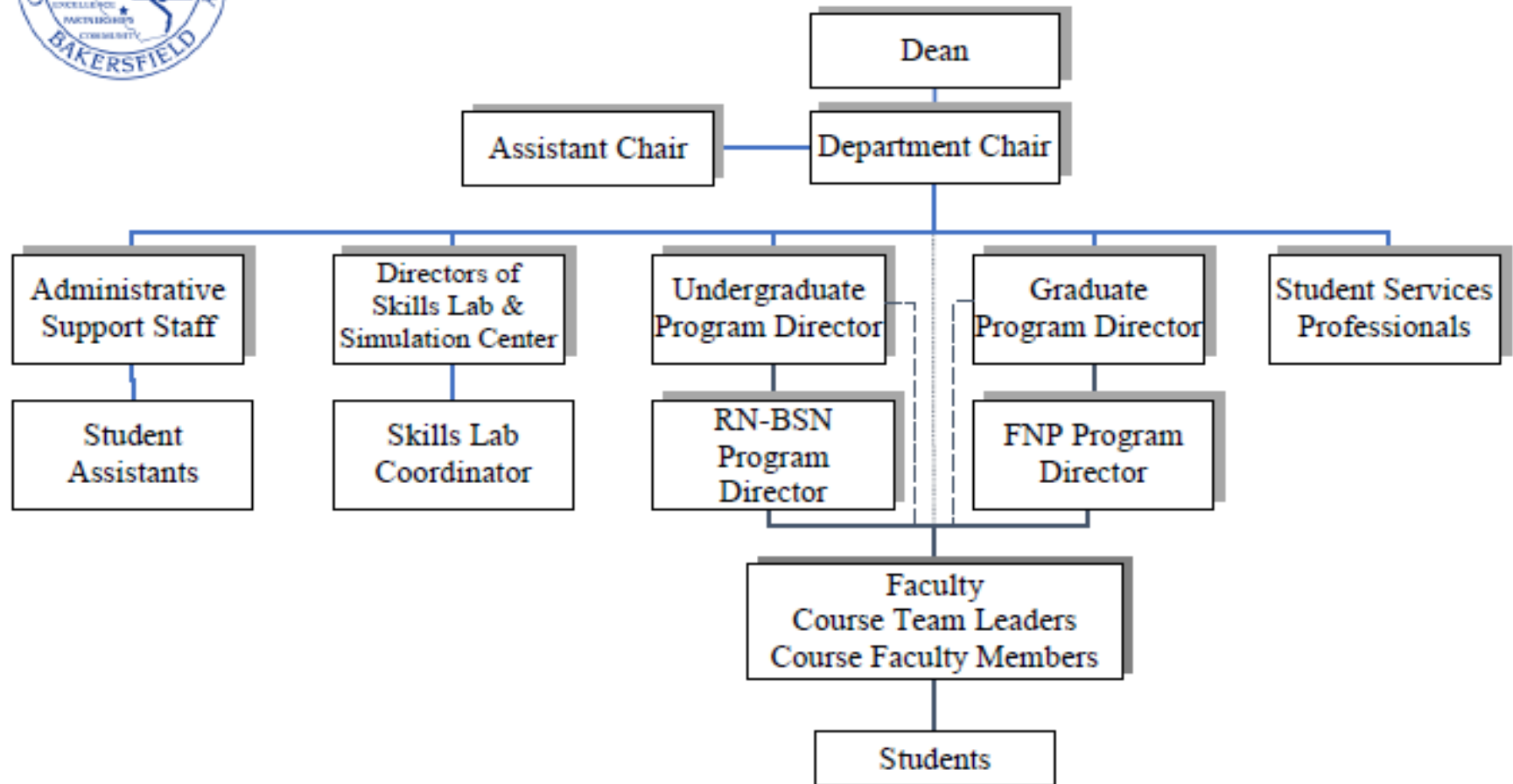


Chart 4: Department of Nursing Line of Authority and Communication



CSU Bakersfield



Updated 12/2020 CDC

Chart 5: Department of Nursing Organization Plan



CSU Bakersfield

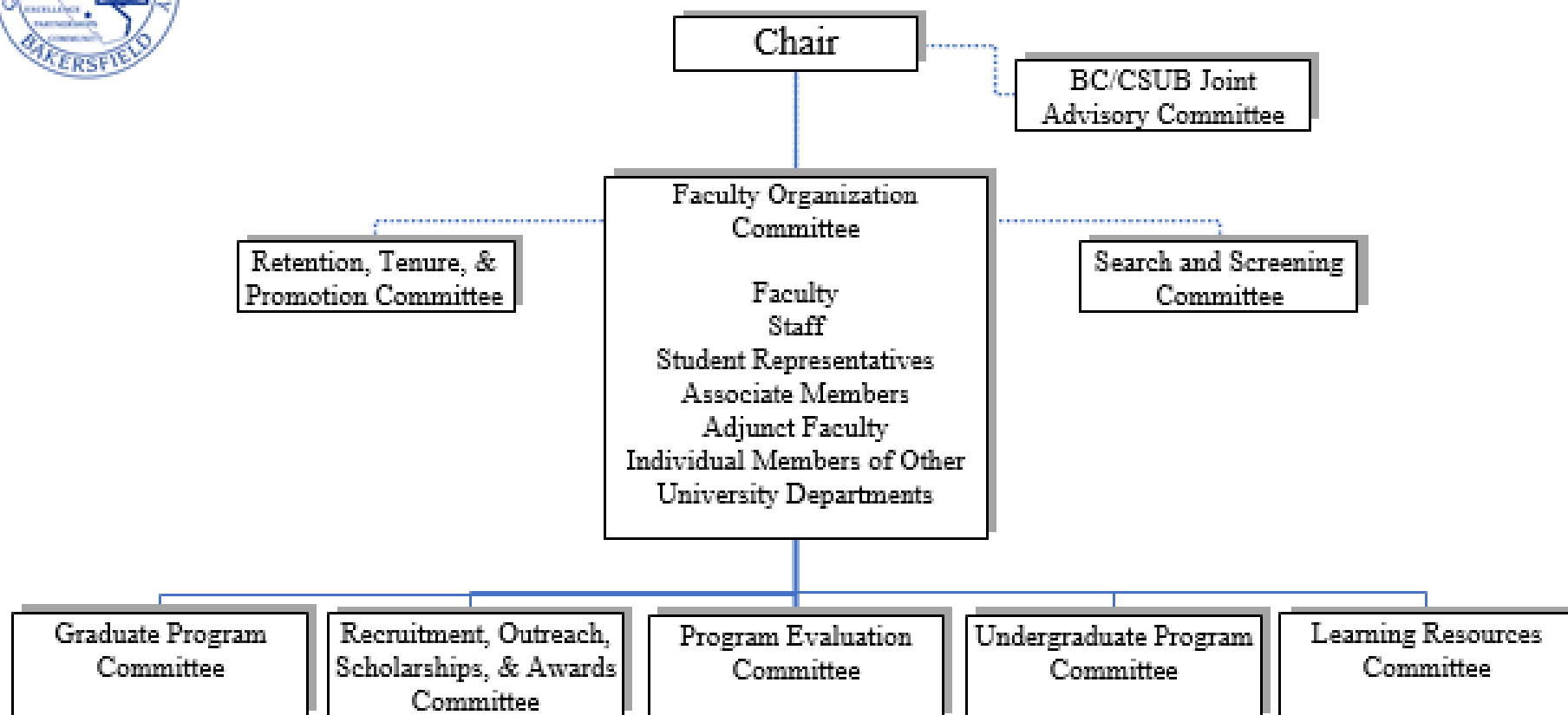
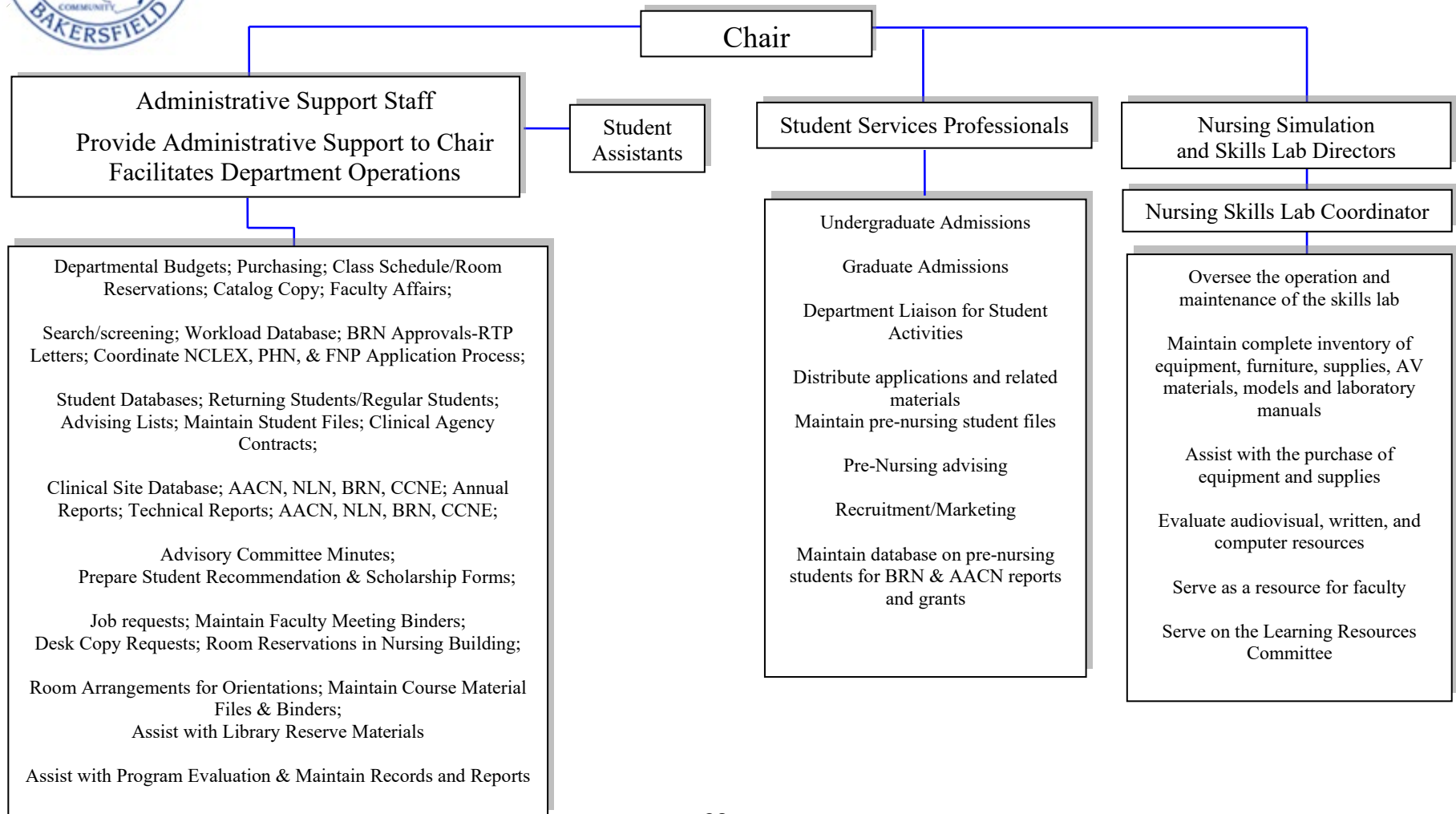


Chart 6: Department of Nursing Administrative Staff Assignments



CSU Bakersfield



Section II. Admission and Progression Policies

A. Admission

Pre-nursing Handbook

This document was prepared for all students interested in California State University, Bakersfield's traditional 3-year BSN pre-licensure program. Prospective applicants must meet the minimum admission requirements and have not violated any department policies on eligibility. Specific requirements and policies are subject to change at any time. Students are responsible for obtaining the most current information directly from the Department of Nursing at CSUB.

Prior to applying to the nursing program at CSU, Bakersfield applicants must:

1. Apply to the university. The university application can be found at [Cal State Apply](#). Graduate students that are seeking a second bachelor's degree in nursing must apply to the university using the graduate application for post baccalaureate admissions.
2. Fulfill the Department of Nursing prerequisite and general education requirements.
3. Achieve a minimum GPA of 3.20 in the nursing prerequisite courses.
4. Achieve a minimum GPA of 3.20 in the science and math prerequisite courses.
5. Earn a minimum grade of "C" (2.0) or higher for all prerequisite and cognate courses. A grade of "C-" is not acceptable. Prerequisite and cognate grades below "C" will not be accepted for the nursing application or toward nursing degree requirements.
6. The Department of Nursing strongly recommends that non-CSUB students interested in CSUB's nursing program attend an Information Session. Individual advising appointments can be made **after** attending a session.
7. Complete all required course work by established deadlines as indicated on the nursing application.
8. Submit a supplemental nursing application through [NursingCAS](#), and include official transcripts and other documentation as applicable during the established nursing application periods.
9. CSUB applicants must either be U.S. Citizens or have permanent residency. Non-U.S. citizens must be able to provide a copy of either of the following: permanent residency card, or employment authorization card.
10. If admitted, sign and return acceptance form by established deadline (indicated in the admission offer)
11. Complete the required background check and drug testing within the time period indicated. Outside agencies that are not contracted with CSUB Department of Nursing cannot be accepted.
12. Complete the post-acceptance clinical requirements by the due date indicated by the Department of Nursing and attend a required program orientation.

Failure to complete the requirements will result in being administratively dropped and will not continue with enrollment in the nursing program.

The above is a general overview of the admission requirements. The remaining of this handbook includes further details on eligibility requirements and department policies.

Admission Criteria

Admission to the Department of Nursing at CSUB is based on the following criteria. Applicants are ranked based on their GPA in the prerequisites, their science/math prerequisite GPA, their TEAS results, local residence, and continuing CSUB student or CSUB Alum. The minimum GPA criteria for Fall 2020 application period and beyond include:

1. **Cumulative GPA** – Applicants must have a minimum cumulative GPA of 2.00 at the time of application.
2. **Overall Nursing prerequisite GPA** – Applicants must have a minimum 3.20GPA in the following:

<u>Prerequisite Course</u>	<u>CSU GE-Breadth Area</u>
Oral Communication	A1
Written Communication	A2
Critical Thinking	A3
Chemistry: <i>general, inorganic, organic, or integrated (with associated lab if required at the institution where the course was taken)</i>	B1, (B3)
Human Anatomy (with required lab)	B2, B3
Human Physiology (with required lab)	B2, B3
Microbiology (with required lab)	B2, B3
Statistics	A4
	(B4 from other institutes)

3. **Science and math prerequisite GPA**-must have a minimum of 3.20GPA in the following prerequisites: Anatomy, Physiology, Microbiology, Chemistry, and Statistics

Complete List of Nursing Prerequisite Courses

Before entering the first courses in the nursing major, students must complete the 8 prerequisite courses listed below, with a minimum grade of "C" in each course. Prerequisites may not be taken on an optional credit/no-credit basis. The science and statistics prerequisites must be taken within the past ten years.

Course Number	Course Name	Semester Units
BIOL 2210	<i>Human Anatomy w/ Lab</i>	(3)
BIOL 2220	<i>Human Physiology w/ Lab</i>	(4)
BIOL 2230	<i>Microbiology w/ Lab</i>	(3)
CHEM 1000	<i>Foundations of Chemistry</i>	(3)
MATH 1209 or PSYC 2018	<i>Stats in the Modern World or Stat Methods for Research</i>	(3)
COMM 1008	<i>Public Communication</i>	(3)
ENGL 1109	<i>Writing and Research</i>	(3)
PHIL 1019 or SOC 1018	<i>Critical Thinking</i>	(3)

Articulation of Prerequisite Courses

Transfer students should check the course articulation chart at https://www.csub.edu/nursing/_files/ArticulationChart.pdf or www.assist.org to determine if prerequisite course taken at another institution will be accepted to meet CSUB prerequisites.

4. **Cognate Courses-** Although cognate courses are not required for admissions into the program, students are strongly encouraged to successfully complete the courses prior to entrance into the program. For any unmet cognate courses at the time of acceptance to the program, must be taken during the specific semester it is scheduled in the nursing curriculum (see pg. 54) A grade of a “C” in cognate course is the minimal grade acceptable for progression into the nursing program or to continue in the nursing program. Cognate courses cannot be taken on a credit/no-credit bases. Cognate courses can be repeated only **once** for a grade of a “C” or better for a student to enter or remain in the nursing program.

List of Nursing Cognate Courses

Course Number	Course Name	Semester Units
PSYC 1018	<i>Explorations to Psychology</i>	(3)
SOC 1008 or ANTH 1318	<i>Intro to Sociology or Cultural Anthropology</i>	(3)
BIOL 2240	<i>Nutrition</i>	(3)
NURS 2190	<i>Lifespan Development</i>	(3)
BIOL 3220	<i>Pathophysiology</i>	(3)

5. **ATI TEAS Exam**-must be completed with results of 72% or better. CSUB Nursing will only consider the first 2 attempts. A retest on the TEAS requires a 14 -day grace period from test date to test date. Effective Fall 2017 application period, the newest edition, *ATI TEAS* will be required—previous versions will not be accepted. For more information on TEAS and testing dates offered at CSUB, visit <https://www.csub.edu/nursing/Programs/BSN/ProspectiveApplicants/TEAS/index.html>

Policies Regarding Acceptance to the BSN Program

Transfers from Other Nursing Programs-Pre-Licensure Students/Applicants

A student who has previously enrolled in a nursing program but did not complete the required coursework is considered to be a nursing program continuing transfer student—not a new applicant. Resources are not available at this time to provide additional orientation and course sections that would be required to serve continuing transfer students. The decision has been made by the Chair of the Department of Nursing to not accept any continuing transfer students. A continuing student in this situation must seek permission to apply for entry to the traditional BSN program. Permission is granted by the Undergraduate Programs Committee (UPC). To petition for entry as a new applicant, the following must be submitted: (1) Letter of good standing from the nursing program director/chair previously enrolled in, (2) Official transcripts from all colleges attended, and (3) A typed letter addressed to the Undergraduate Programs Committee requesting to seek permission to apply for a seat in the traditional BSN program. Requests are reviewed on a case-by-case bases with consideration to student's academic progress and potential for success in the CSUB BSN program. An application to the nursing program can only be submitted after permission has been granted by the UPC and will follow the standard application process of a new applicant.

Class Withdrawals

Effective Fall 2012, applicant's record of course withdrawals (where a "W" was earned) will be considered when assessing eligibility to apply to the nursing program. It must be noted that this policy varies from the university's course withdrawal policy but is part of the CSUB Department of Nursing impacted criteria (Impacted Request 2011).

In order to be eligible to apply to the nursing program and be considered, applicants must **not** earn a "W" in more than 19 semesters or 28 quarter units. A complete withdrawal from one term will not count against the 19 semester or 28 quarter unit's maximum limit. Withdrawals with a "W" that occurred five or more years prior to applying to the nursing program will not be considered.

Repeated Prerequisite Courses

The Department of Nursing defines a repeated course as taking the prerequisite or cognate course a second time. Repeats in the prerequisites may only be considered if a minimum of a "C" was not earned in the prerequisite course or equivalent. A prerequisite is defined as any course that would meet a specific nursing requirement.

The Department of Nursing will allow applicants to repeat a maximum of two (2) prerequisite courses only one time. The repeats are allowed in one (1) science and one (1) non-science prerequisite. Effective F15 and beyond, this policy applies to the following courses determined to be equivalent:

- Anatomy with Lab (minimum 3 semester or 4 quarter units),
- Physiology with Lab (minimum 4 semester or 5 quarter units),
- Microbiology with Lab (minimum 3 semester or 4 quarter units),

- **One** general organic, inorganic or combination chemistry with Lab (minimum 3 semester or 4 quarter units),
- Intro to Statistics (minimum 3 semester or 4 quarter units),
- Freshman Composition (minimum 3 semester or 4 quarter units),
- Communications (minimum 3 semester or 4 quarter units),
- Critical Thinking (minimum 3 semester or 4 quarter units),

The most recent grade in a prerequisite or cognate course will be used (even if it is lower than the first time the course was taken).

Chemistry: CSUB Nursing requires one lower-division Chemistry that can include any combination of general, inorganic, organic, integrated chemistry (CSU Area B1) with associated lab if required from the college/university it was taken. If multiple Chemistry courses were taken, the second attempted Chemistry course will be used for eligibility. Taking multiple Chemistry courses count as a repeat in the science prerequisite.

Cognate course repeated are accepted and must be passed with a “C” or better on the second attempt.

- Explorations in Psychology
- Intro. to Sociology or Cultural Anthropology
- Nutrition
- Lifespan Development
- Pathophysiology

Eligibility/Prerequisite Course Failure Policies

A prerequisite is defined as any course that will meet a specific nursing requirement. Students are ineligible to enter to program if the following failure progression occurs:

1. Achieve less than a “C” twice in the same required prerequisite or cognate course

Military – Reserved Seats

On April 30, 2009, CSUB Nursing faculty approved a proposal to reserve two positions for active or recently honorably discharged military personnel who are committed to attending the nursing program at CSUB.

Military applicants must have:

- A prerequisite GPA and Science/Math prerequisite GPA of 3.20
- A TEAS score of 72%

Military applicants must submit with their nursing application:

- Transcripts that substantiate completion of all prerequisite courses, cognate courses, and any general education requirement
- A letter of commitment to attend the program if accepted

Military – Awarding of Credit for Previous Education or Knowledge

Awarding of credit for previous education or other acquired knowledge, including military education and experience:

- Matriculated student notifies Undergraduate Program Director or designee within 4 weeks of acceptance into the pre-licensure program of his/her request to seek course credit for previous education or other acquired knowledge, including military education and experience and specifies course(s).
- Student provides materials, documents, and evidence for consideration for a specified course(s) within 6 weeks of acceptance into the program.
- Student meets with undergraduate nursing advisor or designee as requested.
- The appropriate faculty or faculty members designated by the undergraduate advisor or designee reviews the materials, documents and evidence and within 3 weeks of receipt of materials to the department and makes the determination to award or deny credit.
- Student is notified by the undergraduate advisor or designee of the decision within 4 weeks of receipt of materials, documents or evidence. If a “cannot award credit” decision is made, the letter of notification will indicate the rationale behind the decision. The student will be told that he/she can request a challenge course by exam and follow the CSU Bakersfield policy.

Bachelor of Science in Nursing (BSN) Curriculum

Coursework in the BSN curriculum is divided into four separate areas:

1. Nursing prerequisite courses
2. Nursing cognate courses
3. General Education requirements
4. Nursing curriculum courses

Minors

Pre-nursing/nursing students are not required to declare a minor. In some instances, a minor is a student’s choice if interested.

Sample Degree Completion Plan

California State University, Bakersfield
 B.S. in __ Nursing (Traditional BSN)
 Four-Year Roadmap to Graduation
 Emphasis/Concentration _____

Units Required to Graduate	120
Upper Division Units Required	40
Units in Residence Required	30

Year	Fall Schedule	Spring Schedule
1	CSUB 1009 1	CSUB 1019 1
	ENGLISH 1109 3	PHIL 1019 or 2019 or SOC 1018 3
	MATH 1209 3	COMM 1008 3
	CHEM 1000 3	BIOL 2220 4
	BIOL 2210 4	BIOL 2230 4
	Units 14	Units 15
	Completed Units through Year 1 29	
	Fall Milestones Pass all classes to stay on track	Spring Milestones Complete all classes to stay on track Meet with your academic advisor Submit supplemental program application

Year	Fall Schedule	Spring Schedule
2	NURS 2110 2	NURS 2130 3
	NURS2111 1	NURS 2131 3
	NURS2120 3	NURS 2150 1
	NURS2121 3	BIOL 2240 2
	NURS 2140 1	*PSYC 1018 3
	BIOL 3220 4	**NURS 2190 3
		GE C1-ARTS 3
	Units 14	18
	Completed Units through Year 2 61	
	Fall Milestones Must pass all classes to stay on track and continue with enrollement into nursing program.	Spring Milestones Must pass all classes to stay on track and continue enrollment in nursing program * Cognate for major and double counts to meet 1 of 2 count from GE AREA D ** Lifespan meets the SELF Requirement Meet with your faculty advisor

Important Notes

California State University, Bakersfield
 B.S. in __ Nursing (Traditional BSN)
 Four-Year Roadmap to Graduation
 Emphasis/Concentration

Units Required to Graduate	120
Upper Division Units Required	40
Units in Residence Required	30

Year	Fall Schedule	Spring Schedule	
3	NURS 3140	NURS 3110	
	NURS 3141	NURS 3111	
	NURS 3120	NURS 3130	
	NURS 3121	NURS 3131	
	NURS 3150	NURS 3170	
	NURS 3160	*SOC 1008 or ANTH 1318 (2 of 2 GE AREA D)	
	GE C2-HUMANITIES	HISTORY 1218 or 1228- AI-HISTORY	
	Units 16	Units 18	
	Completed Units through Year 3		95
	Fall Milestones		Spring Milestones
Must pass all classes to stay on track and continue with enrollement into nursing program.		Must pass all classes to stay on track and continue with enrollement into nursing program.	
		* Cognate for major and double counts to meet the second course required from GE AREA D	
		Apply for graduation this term	

Year	Fall Schedule	Spring Schedule	
4	NURS 4110	*NURS 4908	
	NURS 4111	NURS 4901	
	*NURS 4120 (JYDR)	NURS 4140	
	NURS 4121	PLSI 1018 or PPA 2008-AI GOVERNMENT	
	NURS 4180	GWAR	
	UPPER DIVISION C		
	Units 16	Units 9	
	Completed Units through Year 4		120
	Fall Milestones		Spring Milestones
	Must pass all classes to stay on track and continue with enrollement into nursing program.		Apply for NCLEX licensure with the BRN
* Double counts for major requirement and JYDR.		* Capstone Nursing Course	
Concurrent enrollment into JYDR and Upper Divion C			
Meet with faculty advisor to discuss graduation application and response letter.			

Important Notes
*SELF and Upper Division D waived for Nursing major.

General Education and Graduations Requirements

General Education and Other Graduation Requirements AIMS Achieving Integration & Mastering Skills

First Year Seminar	Area C: Arts and Humanities	SELF: Student Enrichment & Lifelong Fulfillment	Th.
Take two courses.	Take one course from each sub-area.	Take a course that can double count in another area or a stand-alone course.	
CSUB 1009: Seminar I	C1. Arts	BA 1008: Fundamentals of Business	
CSUB 1019: Seminar II	ART 1009: Practice & App. Of Visual Art (WC-co)	KINE 1018: Lifetime Fitness	
ECE/ENGR 1618: Intro to Engr I	ART 1019: Art in Context	PHIL/INST 2329: Sexual Ethics (also C2)	Q
ECE/ENGR 1628: Intro to Engr II	ART 2508: Art, Prehistory to 1400 (WC)	PSYC 2648: Living the Green Life	
Area A: Foundational Skills	ART 2608: Art, 1400 to Present (WC)	PSYC 3318: Adult-Child Relationships	
Take one course from each sub-area. Must be completed with a grade of C- or higher	MUS 1019: Music Appreciation	PSYC 3648: Environmental Psychology	
A1. Oral Communication (OC)	MUS 1039: Jazz Appreciation (WC-co)	PSYC 4358: Positive Psychology (CT, OC) (also UDD)	Q
COMM 1008: Strat. for Public Speaking	MUS 1049: Music Global Perspective (WC-co)	THTR 1008: Beginning Acting (also C1)	
A2. Written Communication (WC)	THTR 1008: Beginning Acting (also SELF)	THTR 1019: Dynamic Leadership through Improv (also C1)	
ENGL 1109: Writing & Research	THTR 1019: Dynamic Leadership through Improv (also SELF)	SOC 2018: Self & Society	
A3. Critical Thinking (CT)	THTR 1109: Intro to Theatre (WC)	JYDR: Junior Year Diversity & Reflection	
Student must have completed Area A2	C2. Humanities	Take one course.	
PHIL 1019: Critical Thinking	COMM/ENGL 2518: Intro to Film Studies	BA 3008: Diversity in Business Org. (WC)	
PHIL 2019: Ethical Reasoning	ENGL 1208: Intro to Literature	COMM 3088: Gender & Communications (WC, CT)	
SCI 1409: Intro to Scientific Thinking	ENGL 2208: American Lit Survey I (CT, WC)	ECON 3008: Gender & Div. in Workplace (WC)	
SOC 1018: Contemp. Social Problems	ENGL 2308: British Lit Survey I (WC)	EDSP 3268: People w/ Disabilities & Am. Educ. (WC)	
A4. Quantitative Reasoning (QR)	ENGL 2408: Intro to World Lit (WC)	EDTE 3308: Sociocultural Found. of Edu. (WC)	
MATH 1009: Modern Math & Apps.	HIST 1418: World Hist Pt. 1 (WC-co)	ENGL 3119: Adv. Writing (WC) (also GWAAR)	
MATH 1209: Stats in Modern World	HIST 1428 World Hist Pt. 2 (WC-co)	HIST 3228: American Indian History (WC)	
PSYCH 2018: Stat Methods for Research	PHIL 1119: Intro to Philosophy	INST 3128: Gender & Sexuality (WC)	
SOC 2208: Intro to Stats for Research	PHIL 1319: Cont. Moral Problems (CT)	INST 3138: Ethnicity & Culture (WC)	
Area B: Natural Sciences	PHIL 2119: Great Philosophical Ideas (CT)	KINE 3338: Woman, Sport, & Physical Act. (WC)	
Take one course from each sub-area.	PHIL 2129: Philosophy of Self & Human Nature (WC-co)	PHIL 3548: Race, Class, Gender, & Sexuality (WC)	
B1. Physical Sciences	PHIL/INST 2329: Sexual Ethics (also SELF)	PSYC 3638: Psych of Sexual Orientation (WC)	
CHEM 1009: CSI Chemistry	RS 1108: Jesus, Buddha, Moral Life (OC-co)	RS 3368: Women, Religion & Sexuality (WC)	
CHEM 1019: Chem of Beer & Wine	RS 1118: Religion & Film (OC-co)	SOC 3208: Diversity & Research Ethics (WC)	
CHEM 1029: The Chemistry of Cooking	RS 1128: A History of God (WC-co)	THTR 3128: Intro to Contemporary Latin Lit (WC)	
CHEM 1039: Nutr. & Food Toxicology (QR-co)	RS 1138: Dharma & Dao: Asian Religion (WC-co)	THTR 3138: Women Playwrights (WC)	
GEOL 1009: How the Earth Works	Area D: Social and Behavioral Sciences		
GEOL 1209: The Dangerous Earth	Take two courses in different disciplines. Must have completed Area A2 or concurrently in Area A2		
PHYS 1609: Intro to Astronomy	ANTH 1109: World Archaeology		
B2. Life Sciences	ANTH 1118: Intro to Archaeology		
BIOL 1009: Perspectives in Biology	ANTH 1318: Intro to Cultural Anth		
BIOL 1039: Principles of Ecology	ANTH 2128: Prehistory of New World		
American Institutions	ANTH 2308: Native Ppl of America		
Take one course in AI-Government and one course in AI-History.	CRJU 1108: Intro to Criminal Justice		
AI-Government	ECON 1009: The Econ. Way of Thinking		
PLSI 1018: Am Govt & Politics (CT)	ECON 2018: Princ. Of Microeconomics		
PPA 2008: Am Govt & Pub. Admn (CT, WC)	ECON 2028: Essentials of Macroeconomics		
AI-History	ENGL 2608: Intro Language Study (WC)		
HIST 1218: US Hist to 1877 (WC)	PSYC 1018: Explorations in Psychology		
HIST 1228: US Hist since 1865 (WC)	SOC 1008: Introduction to Sociology		

NURSING MAJOR GE MODIFICATIONS:

GE Areas A, B, & D covered with prereq/cognates
 SELF: Waived
 JYDR: NURS 4120 accepted to substitute; taken senior year in BSN program.

Upper Division Thematic courses		Upper Division Area D	Th.	Capstone	Th.
Take two courses (one course from each of the Areas outside of the area represented by the student's major). Students must have completed at least 60 units and completed or currently in JYDR before taking UDB, UDC, and UDD.		ANTH 3308: Anth Through Film (CT, WC)	Q	Student must complete at least 90 units and 2 of the following areas (UDB, UDC, UDD). The departments below offer Capstone as part of their senior seminar. Students whose department is not listed may choose any of the following 1-unit courses below.	
		ANTH 3318: Ppls of Mexico (CT, WC)	S		
		BA 3108: Bus., Govt., & Soc. (CT, OC)	S		
Upper Division Area B	Th.	CRJU 3318: Wmn & CJ System (CT, WC)	S	BA 4908: Business Capstone (OC)	
SCI 3009: Cali Natural Hist (QR, WC)	Q	CRJU 3448: Drugs & Crime (CT, WC)	S	APS 4908: Senior Seminar (OC)	
SCI 3019: Rev Ideas in Human Bio (QR, OC)	R	CRJU 3608: Gangs in America (CT, WC)	Q	ART 4058: Senior Seminar (OC)	
SCI 3109: The Science of Food (QR, WC)	Q	CRJU 4638: Victims & CJ System (CT, WC)	S	ART 4908: Senior Art History Thesis (OC)	
SCI 3119: Rev Ideas in Chem (QR, WC)	R	ECON 3108: Econ of Health (CT, QR)	Q	CHEM 4908: Senior Seminar for CHEM (OC)	
SCI 3129: Envrmt Chem & Sust. (QR, OC)	S	ECON 3118: Miracle Econ of Pac Rim (CT, WC)	R	CHEM 4948: Senior Seminar for BIOCHEM (OC)	
SCI 3319: Cali Geol & Society (QR, WC)	R	ECON 3418: Energy Econ & Policy (CT, OC)	S	CMPS 4928: Senior Project II (OC)	
SCI 3329: Water and the West (QR, WC)	S	ECON 3508: Env Econ. (CT, QR)	S	COMM 4908: Senior Seminar (OC)	
SCI 3609: Intro to Modern Cosmos (QR, WC)	R	ECON 4108: Int. Econ. Dvlpmnt. (CT, WC)	S	CSUB 4919 (OC)	Q
SCI 3639: Intro to Weather Dynamics (CT, QR)	S	ECON 4588: HR Economics (CT, QR)	Q	CSUB 4929 (OC)	R
Upper Division Area C	Th.	ENGL 4648: Sociolinguistics (CT, WC)	Q	CSUB 4939 (OC)	S
ART 3618: Revolutionary Art of the 19th Century (CT, WC)	R	KINE 3118: Epidemiology & Wellness (CT, OC)	Q	ECE 4928: Senior Project II (OC)	
ART 3648: Hist of Photography (CT, WC)	R	*PHIL/PSYC 3528: Personhood: Rights & Respon. (WC, CT)	S	ECON 4908: Senior Project (OC) (also SELF)	
COMM 3048: Art of Film (CT, WC)	R	PLSI 3248: Women & Politics (CT, WC)	Q	ENGL 4908: Senior Seminar (OC, WC)	
COMM 3058: Intercult. Comm (CT, WC)	S	PLSI 3648: Food Ply & Politics (CT, WC)	S	ENGL 4918: Senior Seminar for Prospective Teachers (OC)	
COMM 3068: Film & Society (CT, WC)	Q	PPA 3408: Policy Networks (CT, WC, OC)	S	ERM 4908: Senior Project (OC) (also SELF)	
COMM 3078: Mass Media & Society (CT, WC)	R	PSYC 3248: Observ. in Studying the Brain & Thinking (CT, WC)	R	GEO 4908: Senior Field Seminar (OC)	
COMM 3098: Innovations in Film (CT, WC)	R	PSYC 3658: Psych of Good & Evil (CT, WC)	S	GST 4909: Career Readiness (OC)	
ENGL 3248: Ethnic Lit (CT, WC)	Q	PSYC 3678: Ppl, Ethics & other anml (CT, WC)	R	HIST 4908: Senior Seminar (OC)	
ENGL 3268: Writing Nature (CT, WC)	S	PSYC 3688: Ppl & Anml Companions (CT, WC)	Q	INST 4908: Senior Seminar (OC)	
ENGL 3518: Film Studies (CT, WC)	Q	PSYC 4358: Positive Psych (CT, OC) (also SELF)	Q	KINE 4868: Internship in Kinesiology (OC)	
ENGL 4708: Studies in Genre (CT, WC)	R	SCI 3409: Stats of Inequality (CT, QR)	S	MATH 4908: Senior Seminar (OC)	
HIST 3258: The American Environment (CT, WC)	S	SOC 3008: Social Psych (CT, WC)	Q	MUSI 4908: Senior Seminar (OC)	
HIST 4638: Building an Empire (CT, WC)	R	SOC 3408: Gender & Soc. (CT, WC)	S	NURS 4908: Leadership in Nursing (OC)	
MUS 3019: Musical Drama (CT, WC)	Q	SOC 3658: Violence & Society (CT, WC)	Q	NURS 4918: Leadership in Nursing (OC)	
MUS 3039: Am Musical Life (CT, WC)	Q	SOC 4038: Tech & Society (CT, WC)	R	PHIL 4908: Senior Seminar (OC)	
PHIL 3118: Phil in Lit and Film (CT, WC)	Q	SOC 4068: Civil Rights Mvmt (CT, WC)	R	PPA 4908: Senior Seminar (OC)	
PHIL 3258: Existentialism (CT, WC)	Q	GWAR: Graduate Writing Assessment Requirement		THTR 4908: Senior Seminar (OC)	
PHIL 3268: Marxism (CT, OC)	R	Junior or higher and completion of A2. Requirement may be satisfied by exam or one of the following courses.		SOC 4988: Senior Seminar (OC)	
PHIL 3318: Prof Ethics (CT, WC)	Q	COMM 3008: Tech & Rpt Writing (WC)			
PHIL 3338: Business Ethics (CT, WC)	S	ENGL 3109: Modes of Writing (WC)			
PHIL 3358: Phil, Tech, & Our Future (CT, WC)	R	ENGL 3119: Adv Writing (WC) (also JYDR)			
PHIL 3368: Envrmt Ethics (CT, WC)	S	ENGL 3128: Writing Lit Analysis (WC)			
PHIL/PLSI 3418: Philosophy of Democracy (CT, WC)	Q	HIST 3008: Hist Writing (WC)			
*PHIL/PSYC 3528: Personhood: Rights & Respon. (WC, CT)	S	PPA 4038: Public Policy Process (WC, CT)			
RS 3208: Explorations in Scripture (CT, WC)	R				
RS 3518: American Dream (CT, WC)	R				
RS 3528: Holocaust & Impl. (CT, WC)	S				
RS 3538: Religion & Human Rights (CT, WC)	R				
RS 3548: Spiritual Quest (CT, WC)	Q				
RS 4518: The Meaning of Death (CT, WC)	Q				
RS 4528: Comp. Religious Ethics (CT, WC)	S				
THTR 3108: Antiquity to Rebirth (CT, OC)	Q				
THTR 3118: Restoration to Experimentation (CT, OC)	Q				

NURSING MAJOR GE MODIFICATIONS:

Upper Division D: Waived
Capstone: Covered with NURS 4908 to be taken senior year in BSN program

General Education Certification

Students planning to transfer to CSUB should meet with an academic advisor at their college or university to inquire about getting their lower division coursework GE Certified. Not all courses will transfer to meet the same general education areas. A CSU GE certification ensures that the identified CSU GE-Breadth area(s) is complete.

Post Baccalaureate Students: Seeking a second degree in Nursing

Students that have already earned a bachelor's degree from a regionally accredited U.S. college or university are only required to complete the courses required for nursing. This includes prerequisites, cognates, and the 3-year nursing curriculum. Those who have earned a bachelor's degree from a foreign university will need to have official transcripts evaluated by an evaluations agency. Degrees earned from a foreign university that are not concluded as a U.S. equivalent bachelor's degree are subject to complete remaining general education graduation requirements.

Application to the BSN Program

Application Availability and Deadlines

New nursing classes are scheduled to begin in the fall (August)

- Part 1 Application: Must submit an application to the university through [Cal State Apply](#) for the following fall term from October 1st through November 30th.
- Part 2 Application: Complete and submit the required supplemental program through [NursingCAS](#) during the application filing dates. The application period for the fall varies and is updated on the CSUB Traditional Nursing website under [Application Materials](#). The application, admission requirements and scoring information can be found on the website.

Important: Applications can be submitted with prerequisite work in progress. However, in order to be eligible for final consideration, all prerequisites must be completed according to the deadlines outlined on the nursing application.

Application and admission requirements will vary from one CSU campus to another. It is important that students become familiar with the admissions requirements and application filing period for each nursing program they plan to apply to.

Applicants should submit all application documents together. Incomplete applications will not be accepted. The Department of Nursing will not process an application until all required items are received. Applicants who fail to submit a required application item(s) by the established deadline will be ineligible for admission for that particular admission cycle.

Notification of Application and Admission Status

Applicants will be notified by the Department of Nursing when their application is received. Throughout the application review period, applicants will be sent updates regarding course equivalencies, etc. **Applicants are notified by email of their acceptance status.** Every effort is made to inform applicants of their admission status between June through early August for the fall semester admission. It is important that applicants notify the Department of Nursing of

email address changes. If an applicant cannot be reached at any time during the application period, their nursing application will be cancelled.

Post-Acceptance Requirements

Background Check and Drug Test

Upon conditional acceptance to the program, a background check and drug screen will need to clear. This is ordered at the expense of the student through an agency contracted with the Department of Nursing. Nursing students must meet clinical placement requirements. Our contracted community partners can refuse placement based on criminal convictions. Convictions and traffic violations of over \$1000 must be reported to the Board of Registered Nursing (BRN) when applying to take the licensure exam (NCLEX). A more extensive background check will need to clear with the BRN for licensing. If a student is concerned of how their particular situation may be affected, they are encouraged to discuss this with the pre-nursing advisor. More information on prior convictions may be found on the BRN website at <http://www.rn.ca.gov/applicants/lic-faqs.shtml#disc>.

Pre-Nursing Student Resources and Services

Department of Nursing Website

CSUB Nursing maintains a pre-nursing, pre-admission website to keep students updated on entry criteria, application dates and other pre-entry information. The website can be located at www.csub.edu/nursing/programs/bsn.

Academic Advising

Pre-nursing students or those interested in CSUB's nursing program may make appointments with the nursing advisor by calling 661-654-2505. Non-CSUB students must attend a scheduled information session prior to scheduling an individual appointment. A schedule of information sessions is found at www.csub.edu/nursing/programs/bsn

Current pre-nursing students attending CSUB are encouraged to meet with the pre-nursing advisor at least once a semester for educational advising and pre-application planning. Due to impaction status, the admissions criteria may change periodically. Advising appointments is useful with keeping up to date with current department policies, status of eligibility, and prerequisite, cognate, and general education completion.

Throughout the advising process, students must be able to **represent all academic history accurately**. As part of the application process in the Department of Nursing, students are required to submit authentic and official transcripts from all academic work attempted. According to the university, "...failure to file complete, accurate, and authentic application documents may result in denial or admissions, cancellation or registration, or academic credit, suspension or expulsion" ([CSUB Catalog 2020-2021](#)). Applicants who misrepresent their academic history by adding, altering, or omitting information will be declared ineligible for admission to the CSUB BSN program.

B. Admission Health and Safety Requirements

Once a student is accepted into the program, s/he must complete the admission health and safety requirements prior to the first day of classes of fall semester (must also complete the annual health and safety requirements).

Health Requirements

Physical Exam

Measles, Mumps, and Rubella (MMR)

Tetanus, Diphtheria, and Pertussis (TDaP)

Varicella (Chicken Pox)

Hepatitis B

Non-NIDA Drug Testing

Initial Non-NIDA drug screening is required for all undergraduate students. This is completed one time for each new student entering the nursing program. Drug testing will be done at the student's expense through a third-party vendor contracted with the DON. Drug testing **MUST** be completed prior to the beginning of the semester in which the student is admitted. Information about obtaining drug testing will be provided by the third-party vendor. Results from the laboratory will be sent directly to the third-party vendor and the DON. The Department of Nursing Chair, or an appointed designee, will be notified of the results. Repeat drug testing may be required, if the student exhibits suspicious behavior in the clinical setting, at the discretion of the clinical instructor or the clinical agency. The repeat drug test will be at the student's expense. Students who do not test within the required time frame will be considered to have failed.

Essential Functions

The Department of Nursing follows the CSUB nondiscrimination policy, and students requesting accommodations should contact the Disability Services office. A student with a disability must have the disability verified by the [Services for Students with Disabilities](#) office at CSUB. It is to the student's advantage to do this as soon as possible in the semester to ensure that approved accommodations can be granted in a timely manner. Students requesting accommodations must demonstrate their ability to meet the Essential Functions.

If, after admission to the nursing program, a student develops a physical or mental disability that limits his/her ability to meet the Essential Functions, it is the student's responsibility to bring this information to the attention of the clinical faculty before he or she begins the clinical course. If unable to meet the clinical course objectives, the student will not be allowed to participate in clinical activities. The student must provide documentation from his or her physician prior to returning to clinical which states that the student is able to meet the Essential Functions.

The Essential Functions form must be signed dated and submitted to the Department of Nursing prior to start of your classes. You will complete this form annually certifying that you are able to meet the essential functions required by the Department of Nursing.

Safety Requirements

Nursing Student Background Check

All nursing students must complete a background check at their own expense prior to the first week of classes. Students must use the independent company selected by the CSUB nursing department; background checks completed by another company WILL NOT BE ACCEPTED. Access to Background Check information is limited to the Nursing Department Chair, or an appointed designee. Background Check information remains confidential. If an area of concern is identified on the background check:

- a. The chair will notify the individual nursing student.
- b. The nursing student may elect to have a second background check completed by a company approved by the Department of Nursing.
- c. The nursing student has the right to correct any misinformation from the background check with the company that completed it.
- d. Background check results may be released to: a) CSUB Human Resources, b) Clinical agency Human Resources, and/or the BRN.

CSUB nursing students are assigned to clinical agencies that have included students in the category of individuals that must complete background checks. As a result, the background check requirement for nursing students is a necessary component of Joint Commission accreditation for these clinical agencies (BRN, EDP-I-33, 2010).

When a nursing student's background check reveals a criminal offense, this information is shared in a confidential manner with the identified contact person for the clinical agency to which the student has been assigned. Based on the number, type, severity, and recency of offenses, the clinical agency may decline to accept the nursing student for clinical placement based on the agency's policy. The clinical agency's right to deny a nursing student's placement is recognized by the California Board of Registered Nursing (BRN, EDP-I-33, 2010).

In the event that a nursing student is denied clinical placement at a clinical agency, the Department of Nursing will attempt to place the student in another existing clinical group at a different location. If no clinical agency will accept a nursing student's placement, then the student would not be able to complete the required clinical course objectives and would be administratively dropped from the CSUB Nursing Program. Students who provide inaccurate or incomplete information regarding criminal background are subject to immediate dismissal from the BSN Program.

Policy for Reporting Changes in Background Check Status

Convictions:

Each year when nursing students submit their annual paperwork they will be asked to update their status by reporting all convictions. Convictions will be reported to the student's clinical agency, as required. This reporting requirement for the Department of Nursing is based on the BRN

guidelines for reporting of convictions by new applicants for licensure which can be found at <https://www.rn.ca.gov/enforcement/convictions.shtml>

Pending Charges:

It is suggested that any student with pending misdemeanor or felony charges will report his or her status to the Department of Nursing Chairperson. This action will allow the Chair to refer the student to BRN information and policies related to applicants who have convictions. This will also allow the student to begin planning for additional BRN application requirements.

C. Annual Health and Safety Requirements

Our contracted agencies require students to annually complete workplace safety training that meets the Occupational Safety and Health Administration (OSHA) guidelines. Your annual requirements are to be submitted prior to the first day of class of fall semester, each year. These requirements are required by the university and clinical agencies. **If you fail to complete these requirements, you will be administratively dropped from your nursing courses.**

The following annual requirements will be submitted directly to [CastleBranch](#) for review and approval. All nursing students are required to update their clinical requirements documentation annually. The required annual documentation includes:

1. Tuberculosis (TB)
2. CPR Certification
3. Health Insurance
4. Influenza (Flu shot)
5. Professional Liability Insurance
6. Student Information Form
7. Photo Release Form
8. Undergraduate Handbook Acknowledgment Form
9. Confidentiality Statement
10. Honor Commitment Form
11. Acknowledgment of Elder/Dependent Adult Abuse Reporting Responsibilities
12. Acknowledgment of Child Abuse Reporting Responsibilities
13. Mask Fit Test
14. Guidelines for Professional Appearance
15. Annual Safety Requirements Form
16. Bloodborne Pathogens OSHA Student Certification

Students who have not met the requirements will not be allowed in clinical settings. Students should keep the original documents for their own records. RN to BSN students will also be required to submit a signed clinical site orientation form and the Bloodborne Pathogens OSHA Student Certification form documenting that they have met the OSHA requirements.

Faculty will be notified of students in their assigned clinical sections that have not met the requirements.

D. CSUB Clinical Facility Orientation Form

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
DEPARTMENT OF NURSING
Clinical Facility Orientation

This form is completed for each clinical course.

For each nursing clinical course, the instructor is responsible for:

Date Completed

- Introduction of Nursing Personnel _____
- Tour of clinical agency _____
- Instruction on charting procedures and forms _____
- Demonstration of use and care of commonly used equipment _____
- Introduction of student safety and clinical care policies & procedures _____

Students are responsible for knowing and/or locating in the work area the following:

Date Completed

- Policy & Procedures Manuals &/or Computer database _____
- MSDS Manual _____
- Fire Safety Policy & Fire Extinguisher _____
- Evacuation Route _____
- Occurrence Reporting Policy _____
- Emergency Preparedness Policy _____
- Infection Control Policy _____
- Universal Control Policy _____
- HIPAA _____
- Hospital Emergency Codes _____

Course # _____ Faculty _____ Site _____

Student Name _____

Student Signature _____ Date _____

Return form to your designated nursing faculty when all areas are completed.

E. CDC/ACIP Recommendations

RECOMMENDATIONS OF THE ADVISORY COMMITTEE ON IMMUNIZATION PRACTICES (ACIP) AND CENTERS FOR DISEASE CONTROL AND PREVENTION

Prevention and Control of Meningococcal Disease

<http://www.cdc.gov/mmwr/pdf/rr/rr6202.pdf>

Protecting Healthcare Workers

<http://www.cdc.gov/hai/>

Recommended Adult Immunization Schedule

<http://www.cdc.gov/vaccines/schedules/downloads/adult/adult-schedule.pdf>

Perspectives in Disease Prevention and Health Promotion Update

<https://www.cdc.gov/mmwr/preview/mmwrhtml/00000039.htm>

Guideline for Hand Hygiene in Health-Care Settings

<http://www.cdc.gov/handhygiene/>

California State University Risk Management Policy – Executive Order 715

<http://www.calstate.edu/eo/EO-715.pdf>

SOURCES OF CURRENT INFORMATION ON COMMUNICABLE DISEASES

1. Centers for Disease Control and Prevention
1600 Clifton Rd
Atlanta, GA 30329-4027
800-CDC-INFO (800-232-4636)
TTY: (888) 232-6348
24 Hours/Every Day: cdcinfo@cdc.gov
Web address: <http://www.cdc.gov>
2. AIDS Hotline: Answers questions
Call 1-800-367-2437
Web address: <http://cdcnpin.org/ca/>
3. State of California
California Health and Human Services
1600 Ninth Street, Room 460
Sacramento, CA 95814
(916) 654-3454
Web address: <https://www.chhs.ca.gov/>
4. Kern County
Public Health Services Department
1800 Mt. Vernon Avenue
Bakersfield, CA 93306
(661) 321-3000 • 1-877-818-4787 (877-81V-IRUS)
Web address: <http://www.kernpublichealth.com/>

F. Policy for Students with Disabilities or Limitations

The Department of Nursing follows the CSUB nondiscrimination policy, and students requesting accommodations should contact the Services for Students with Disabilities (SSD) office. A student with a disability must have the disability verified by the SSD office at CSUB. It is to the student's advantage to do this as soon as possible in the semester to ensure that approved accommodations can be granted in a timely manner. Students requesting accommodations must demonstrate their ability to meet the Essential Functions. For more information, see the SSD web page at: <https://www.csub.edu/ssd/>

If, after admission to the nursing program, a student develops a physical or mental disability that limits his/her ability to meet the Essential Functions, it is the student's responsibility to bring this information to the attention of the clinical faculty before he or she begins the clinical course. If unable to meet the clinical course objectives, the student will not be allowed to participate in clinical activities. The student must provide documentation from his or her physician prior to returning to clinical which states that the student is able to meet the Essential Functions. See sample – Physician's letter.

G. **Essential Functions: Physical & Mental Qualifications**

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
DEPARTMENT OF NURSING

Essential Functions

PHYSICAL AND MENTAL QUALIFICATIONS

A student with a disability has to have the disability verified by the Disability Services office at CSUB. It is to the student's advantage to do this as soon as possible in the semester to assure that approved accommodations can be granted in a timely manner.

Essential Functions

There are essential functions or abilities necessary for admission and progression in the complex discipline of nursing at CSU Bakersfield. The candidate must be able to perform all of the essential functions each semester. The Department of Nursing follows the CSUB nondiscrimination policy, and students requesting accommodations should contact the Disability Services office. These essential functions include, but are not limited to, the following:

A. Critical Thinking:

A student must demonstrate critical thinking ability sufficient for clinical judgment.

1. Make effective clinical decisions.
2. Identify cause and effect relationships with clinical data.
3. Develop nursing care plans.
4. Perform math calculations requisite to safe dosage calculations and medication administration.
5. Read, synthesize, analyze, evaluate, and integrate material in the classroom and the clinical setting.

B. Professional-Ethical Conduct:

A Student must possess the ability to reason morally and practice nursing in a professional and ethical manner.

1. Demonstrate integrity, honesty, responsibility, and tolerance.
2. Abide by professional standards of practice.
3. Deliver compassionate care to all patient populations.

C. Interpersonal Skills:

A student must demonstrate appropriate interpersonal abilities while interacting with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds.

1. Communicate effectively and sensitively with other students, faculty, staff, patients, families, and other professionals.
2. Demonstrate willingness and ability to give and receive feedback.

3. Develop mature, sensitive and effective relationships with clients.
4. Establish trust and rapport with clients and colleagues.

D. Communication:

A student must have the ability to clearly communicate in oral and written forms, and to effectively interpret communication with others.

1. Use appropriate grammar, vocabulary, and syntax.
2. Effectively communicate nursing actions.
3. Appropriately interpret client responses.
4. Initiate health teaching.
5. Demonstrate accurate nursing documentation.
6. Accurately report patient information to members of the health care team.

E. Mobility and Stamina:

A student must possess sufficient gross and fine motor skills and endurance to provide safe and effective nursing care in all health care settings.

1. Perform basic life support, including CPR.
2. Function in an emergency situation.
3. Safely assist a patient in moving (e.g., from wheelchair to commode, from chair to bed, lift and transfer from gurney to bed).
4. Calibrate and use equipment.
5. Perform treatments and procedures.
6. Apply pressure to stop bleeding.
7. Manipulate diagnostic instruments to adequately perform all aspects of a physical assessment.
8. Sit, stand, and move about in patient environments for 12 hour periods.

F. Tactile:

1. Perform palpation and other functions necessary for a physical exam.
2. Assess texture, shape, size and vibration.
3. Note temperature changes in skin and equipment.
4. Perform therapeutic functions (e.g., inserting a urinary catheter or IV, change dressings, give medications).

G. Auditory:

A student must have sufficient auditory ability to effectively monitor and assess health needs of patients.

1. Hear cries for help.
2. Hear alarms on equipment and overhead codes.
3. Hear sounds using a stethoscope.
4. Hear and interpret verbal communication from patients.
5. Communicate over the telephone.

H. Visual:

A student must possess visual ability for observation and assessment necessary in nursing care.

1. Observe patient responses (e.g., changes in skin color, grimaces).
2. See drainage on dressings and note characteristics of body fluids.
3. Note fluid levels in collection devices, syringes and infusion devices.
4. Read gauges that monitor patient progress (e.g., sphygmomanometer).
5. Discriminate colors for diagnostic purposes.
6. Assess movements of patients.
7. Observe patient behavior (e.g., in rehab or psychiatric facilities).

I. Behavioral-Emotional Health:

A student must possess the emotional health required for full use of his or her intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities needed for the care of patients.

1. Maintain mature, sensitive, and effective relationships with patients, students, staff, faculty and other professionals under even highly stressful situations.
2. Experience empathy for the situations and circumstances of others and effectively communicate that empathy.
3. Be willing to examine and change his or her behavior when it interferes with productive individual or team relationships.
4. Prioritize competing demands.
5. Function in stressful circumstances.
6. Separate own needs and experiences in order to maintain objectivity and client-centered care.
7. Adjust to changing circumstances.
8. Plan effectively and complete all assigned duties carefully.

I, _____ have read, understand, and comply with the Essential Functions list (A-I). I acknowledge the physical and mental requirements for the Traditional BSN and RN-BSN program and I meet all of these requirements.

Sign _____ Date _____

H. Sample Physician's Statement Form

The following statement can be printed for use by your physician to document your ability to return to clinical:

Dear Physician:

There are minimum entry level qualifications required for professional nursing practice for students in the nursing program at California State University, Bakersfield.

_____ is a student in the CSUB Undergraduate Nursing program and should provide you with a copy of the Essential Functions for Nursing Practice. Please complete the following:

To the Chair of the Nursing Department:

_____ (student name) has been under my care for a Medical

Condition on _____ (date) I have reviewed the Essential Functions for Nursing Practice and certify that:

1. He/She is capable of performing Cardiopulmonary Resuscitation without limitations.
 - a. Yes/No (circle one)
 - b. Comments:
2. He/She may return to clinical practice with no limitations.
 - a. Yes/No (circle one)
 - b. Comments:

Physician's Name

Physician's Signature

Date

I. Progression Policy

Academic Standards and Progression

According to CSUB Department of Nursing standards, a grade of “C” is the minimal grade acceptable for progression into subsequent nursing courses. Students who fail to achieve at least a “C” in a nursing course may request reentry into the program (based on seat availability and approved by UPC) to repeat the course one time. Students who have previously failed a nursing course will be ineligible to remain in the nursing program if any subsequent nursing course (repeat of same course OR different course) is failed. Students with two nursing course failures in the same semester may request to be evaluated individually by the Undergraduate Program Committee. Clinical refresher courses (N2771/N3771/4771) count as a nursing course.

A student who earns a C- or less in a nursing course will be contacted by the Undergraduate Program Director for follow up.

Program Standards and Progression

According to the policies of the CSUB Department of Nursing, students must meet the standards set by the program. Program standards are based on the policies of contracted clinical agencies, the California Board of Registered Nursing, the ANA Code of Ethics, state and federal laws, and the profession of Nursing. Students whose professional performance and behavior does not meet these standards may be dismissed from the CSUB nursing program regardless of their academic performance. This includes, *but is not limited to*:

- 1) Social Media policy violations
- 2) Breaches of patient confidentiality standards under HIPAA
- 3) Academic Integrity violations, including but not limited to cheating, unauthorized possession of an examination, or dishonesty in academic matters or patient care
- 4) Falsification of patient records or academic documents
- 5) Unauthorized access to clinical agency facilities, equipment, supplies, or medical records
- 6) Scope of practice violations, including performance of RN-level patient care activities outside of authorized clinical hours
- 7) Drug or alcohol related offenses
- 8) Theft
- 9) Other criminal activities substantially related to the qualifications, functions, and duties of a registered nurse
- 10) Inability to meet the Essential Physical and Mental Qualifications of the nursing program
- 11) Disruptive or violent behavior, under the CSUB Zero Tolerance policy
- 12) Severe maladaptation to the educational process as evidenced by a pattern of:
 - a. Inadequate classroom or clinical preparation
 - b. Late completion of assignments
 - c. Poor communication and/or irresponsible behavior
 - d. Absence from scheduled classroom or clinical hours
 - e. Incivility during classroom or clinical hours that disrupts the teaching and learning environment

A student who is dismissed due to failure to meet CSUB nursing program standards will be notified by the Department Chair. The student may request to have this decision reviewed by the Undergraduate Program Committee.

Voluntary Leave of Absence

All students enrolled in the program must complete the courses in the sequence as outlined on their Individualized Academic Plan (IAP), unless registration is waived via an approved leave of absence.

Leaves of absence can be either student initiated or administratively initiated.

Students who find it necessary to interrupt their progression in the program due to a non-emergency reason must make their request to the Undergraduate Program Director prior to the beginning of the semester in which the leave is intended. Students wishing a leave of absence due to emergency must make their request as soon as practicable after the emergency is known. Students shall provide all relevant facts and documentation necessary to support their request.

The Undergraduate Program Committee, through the Undergraduate Program Director will notify the student of the terms of separation and return to the department. This notification shall include 1) the approved maximum length of the leave; 2) the expectations of the Department concerning the student's duty to maintain communication; and 3) any other terms the Undergraduate Program Committee assigns.

Students who are on leave must make the Department aware of any change of status that will affect their ability to return.

Students who do not abide by the terms of an approved leave of absence will be considered to have taken an unapproved leave of absence.

Unapproved Leave of Absence

Students who fail to maintain continuous enrollment will be administratively removed from the program. Students who wish to reapply to the program after administrative removal for an unapproved leave of absence must make a re-entry request.

Re-entry Request

Students who wish to re-enter the nursing program must make a formal request in writing. Letters are addressed to the Undergraduate Program Committee (UPC). Requests are granted based on academic history, professional performance, and seat availability. Students who are dismissed due to non-adherence to program standards will also be evaluated based on the seriousness of the violation(s).

Letters to the UPC should include a) the course that was failed and/or program standard that was not met, b) related circumstances with analysis of contributing factors, and c) the student's proposed actions to correct those circumstances. All decisions are made on a case-by-case basis. Students who are granted permission to re-enter must complete all requirements and conditions set forth by the Undergraduate Program Committee and the Department of Nursing.

Summary of academic requirements for re-entry after one course failure:

- ***When the failure is in a nursing theory course and the clinical course is passed,*** the student will repeat the course in the next semester in which it is offered, depending on space availability. The student may be required to complete a clinical refresher course concurrently.

- ***When the failure is in a nursing clinical course,*** the student is required to repeat the clinical course in the next semester in which it is offered, depending upon space available. The student will be required to attend the corresponding theory course, or course covering the same content, even if the student received a passing grade (16CCR section 1426).

Proposed to Undergraduate Committee for Review/Revision 4/12/2004
Proposed to Faculty Organization, 5/6/2004 – approved; Revised 8/2/2011; Revised 6/7/2012
Revised/Faculty Organization Approved 6/1/2013
Revised by UPC 02/21

J. Policy Statement for Clinical Refresher (N2771, N3771, N4771)

After being granted permission to re-enter the nursing program, the student will be required to enroll in a clinical refresher course as outlined in the Nursing Department Progression Policy. The clinical refresher course is an Independent study course designed to update the individual student's clinical skills. The student will contract with a specified clinical faculty regarding the requirements of the course and the activities that the student will be responsible for completing. The student will be responsible for completion of the agreed upon contract within a predetermined time frame to receive credit. The faculty will provide guidance and coordination for selected activities outlined in the refresher course syllabus.

Failure to complete required course activities, excessive or unexcused absences, or patient safety concerns will result in a clinical warning and may lead to a no credit grade for the course. Failure of the student to demonstrate skills consistent with the specific nursing course tool will result in no credit for the course and the student may not progress in the nursing program. A No Credit grade in a clinical refresher course will be counted as a nursing failure.

Drafted 4/5/2004; Revised 8/2009

K. Grading Policy

Grading criteria for each course will be given to students at the beginning of the semester. The grade of "C" is the minimal grade acceptable in any course required for the nursing major. All required nursing courses must be taken for credit and a letter grade. The grading system for nursing prerequisites, cognates and nursing courses is the same as that for the University. However, the Department of Nursing does not consider a grade of less than "C" to be a passing grade for prerequisite, cognate and nursing courses. In nursing courses, 73% is the minimum score for passing. The Department of Nursing does not round-up to the highest percentage. The Undergraduate Program Director and Chair of the Department of Nursing are notified by the course team leader of any student who receives a failing course grade.

L. Grading Scale Policies and Procedures

Grading Scale:

The grade of “C” is the minimal grade acceptable in undergraduate Nursing courses. The grading scale for Nursing courses is:

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

Procedure for Changing Grades:

The procedures and policy for changing a course grade is included for student information. Once a final grade has been assigned, it can be changed only in the case of a declared clerical error or through the auspices of a student academic grievance procedure. The definition of a clerical error is an error made by the instructor in grade estimating or posting. No grade change may be made as a result of work completed or presented following the close of the grading period except for completion of work when an incomplete “I” or report in progress “RP” was issued, or, in cases of emergency, as approved by the Dean.

Grade changes are made by completing the “Change of Grade” form. The “Change of Grade” form is a multicopy form, and after the grade changes have been properly recorded, a copy of the form is sent to each of the following: student, instructor, department of major (advising file), data processing, records (student’s file). Grade changes can only be made by the instructor or record.

M. Priority for Enrollment in Nursing Courses

Priority for enrollment into nursing courses will be based on the following student classifications:

1. CSUB Nursing students receiving a “C” or greater will continue progression in nursing courses.
2. Returning CSUB Nursing students (interrupted progression).
3. Undergraduate Baccalaureate Nursing students transferring from another nursing program in good academic standing.
4. LVN 30-unit option students.

N. Clinical Section Reassignment

The team leader of clinical courses reserves the right to reassign students to another clinical section for academic reasons, based upon hospital request and/or team leader request. Clinical reassignment may be made without approval from the student. The student will be notified via email that their clinical section has been changed.

O. **Withdrawal from the Nursing Program or University**

According to Department of Nursing policy, withdrawal from a nursing course will be considered a nursing course failure if the student was not passing the course with a “C” or better at the time of withdrawal. Although the University transcript may reflect a “W,” the course will be viewed as a nursing course failure by the Department of Nursing.

Revised & approved by UPC 12/30/11, 5/26/16
Approved by FO 1/12/12

P. **Assignment of a Grade of “Incomplete”**

Policy

The grade of “Incomplete” can only be assigned according to all of the following criteria:

- at the discretion of the instructor, *and*
- when a majority of the course has been satisfactorily completed by the student with a "C" or better, *and*
- when the student is unable to complete the coursework on time due to unforeseen and fully justified reasons, *and*
- when completion of the remaining coursework does not require unreasonable Department of Nursing resources.

A clinical grade of "I" cannot be assigned to make up clinical hours unless clinical supervision will be available under existing scheduled sections of the same course. A grade of “I” may prevent the student from continuing in nursing courses until the “I” is replaced with a passing grade through satisfactory completion of the remaining coursework according to the student/instructor contract. The “I” grade will automatically convert to an “F” if the student fails to complete the contract within one semester. A grade of "I" cannot be assigned as a way for a student who is failing a course to earn additional points through additional coursework.

Revised & approved by UPC 12/30/11
Approved by FO 1/12/12

Q. Currency of Courses Policy

For the Traditional BSN and RN-BSN Programs

Required Courses	Currency Requirement	Course Provides Currency For Traditional Students	Course Provides Currency For RN – BSN Students
Expository Writing Engl 1109	Any advance composition: no cutoff date. Upper division writing or GWAR required for graduation.	N/A	N/A
Public Speaking Comm 1008	Course must meet CSU Area A1. Any date is acceptable	N/A	N/A
Critical Thinking Phil 1019 or Soc 1018	Course must meet CSU Area A3. Any date is acceptable	N/A	Complete within one year of acceptance to the program
Statistics Math 1209	Required within 10 years.	N3150	N3250
Chemistry with Lab Chem 1000	Required within 10 years.	Microbiology or Pathophysiology	Microbiology or Pathophysiology
Anatomy with Lab Biol 2210	Required within 10 years.	Pathophysiology	Pathophysiology
Physiology with Lab Biol 2220	Required within 10 years.	Pathophysiology	Pathophysiology
Microbiology Biol 2230	Required within 10 years.	N4120/N4121	N4120/N4120
Lifespan Development Nurs 2198	Required within 10 years.	N4120/N4121	Not Required
Nutrition Biol 2240	Required within 10 years.	Pathophysiology	Not Required
Intro to Psychology Psych 1018	Course must meet CSU Area D4. Any date is acceptable	N/A	N/A
Intro to Soc or Anth Soc 1008 or Anth 1318	Course must meet CSU Area D1 or D5. Any date is acceptable	N/A	N/A
Pathophysiology Biol 3220	Required within 10 years	Repeat Course	Repeat Course

Section III. Student Responsibilities

A. Ethical Standards

A hallmark of professional practice is a Professional Code of Ethics. Ethical Codes for Professional Nursing Practice have been developed and revised by the American Nurses Association (ANA):

Code of Ethics for Nurses by the American Nurses Association (Revised 2015)			
	Definition	Interpretive Statements	Examples
Provision 1	1.1 Respect for Human Dignity	The nurse practices with compassion and respect for every person.	Establishing relationships of trust with patients and colleagues; supporting the patient's right to make decisions about their healthcare, following Advance Directives.
	1.2 Relationships with Patients		
	1.3 The Nature of Health		
	1.4 The Right to Self-Determination		
	1.5 Relationships with Colleagues and Others		
Provision 2	2.1 Primacy of the Patient's Interests	The nurse's primary commitment is to the patient; family, group, community, or population.	Collaborate to provide high-quality patient-centered health care, avoid intimate relationships with patients.
	2.2 Conflict of Interest for Nurses		
	2.3 Collaboration		
	2.4 Professional Boundaries		
Provision 3	3.1 Protection of the Rights of Privacy and Confidentiality	The nurse promotes, advocates for, and protects the rights, health and safety of the patient.	Not talking about patients in the elevator, cafeteria, or at home. No talking about patients or their situation on any social media site. No patient identifiers on care plan or any other documents. Report errors. Notify if another student has made an error. (Condoning errors through silence is unacceptable.)
	3.2 Protection of Human Participants in Research		
	3.3 Performance Standards and Review Mechanism		
	3.4 Professional Responsibility in Promoting a Culture of Safety		
	3.5 Protection of Patient Health and Safety by Acting on Questionable Practice		
	3.6 Patient Protection and Impaired Practice		
Provision 4	4.1 Authority, Accountability, and Responsibility	The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.	Maintaining sterile technique when performing procedures. Not performing procedures for which you have not been trained. Notifying the Professor and Preceptor if you need further supervision.
	4.2 Accountability for Nursing Judgments, Decisions, and Actions		
	4.3 Responsibility for Nursing Judgments, Decisions, and Actions		
	4.4 Assignment and Delegation of Nursing Activities or Tasks		

Provision 5	5.1 Duties to Self and Others	The nurse owes the same duties to self as to others.	Leading a healthy lifestyle. Never abandon a patient. Commitment to lifelong learning and education in the nursing profession.
	5.2 Promotion of Personal Health, Safety, and Well-Being		
	5.3 Preservation of Wholeness of Character		
	5.4 Preservation of Integrity		
	5.5 Maintenance of Competence and Continuation of Professional Growth		
	5.6 Continuation of Personal Growth		
Provision 6	6.1 The Environment and Moral Virtue	The nurse establishes, maintains, and improves the ethical environment of the work setting that are conducive to safe, quality health care.	Giving pain meds on time. Giving reassurance to patients and their families.
	6.2 The Environment and Ethical Obligation		
	6.3 Responsibility for the Healthcare Environment		
Provision 7	7.1 Contributions through Research and Scholarly Inquiry	The nurse, in all roles, advances the profession through research and scholarly inquiry, professional standards.	Nursing research must conform to ethical standards.
	7.2 Contributions through Developing, Maintaining, and Implementing Professional Practice Standards		
	7.3 Contributions through Nursing and Health Policy Development		
Provision 8	8.1 Health is a Universal Right	The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.	If child abuse is suspected, mandatory reporters of abuse. Offer immunizations.
	8.2 Collaboration for Health, Human Rights, and Health Diplomacy		
	8.3 Obligation to Advance Health and Human Rights and Reduce Disparities		
	8.4 Collaboration for Human Rights in Complex, Extreme, or Extraordinary Practice Settings		
Provision 9	9.1 Articulation and Assertion of Values	The profession of nursing, through its professional organizations, must articulate nursing values, maintain integrity and integrate social justice into nursing.	Apply hospital rules fairly for all patients/families. Treat other healthcare professionals respectfully.

B. Code of Academic Conduct

All members of the academic community are responsible for the academic integrity of the CSUB campus. Existing policies forbid cheating on examinations, plagiarism, and other forms of academic dishonesty. Academic dishonesty is contrary to the purposes of the University and the career field of nursing and is not to be tolerated. High standards of behavior and professionalism must be in place to support the community.

Examples of academic misconduct include:

- Receiving or providing unauthorized assistance on examinations
- Unauthorized collaboration
- Using unauthorized materials during an examination
- Plagiarism – using materials from sources without citations or using someone else’s work
- Self-plagiarism – using your own work from another course
- Altering an exam and submitting it for re-grading
- Fabricating data or reference
- Using false excuses to obtain extensions of time
- Sharing or accepting exams, care plans, quizzes, papers, and other assignments/assessments with other students

The ultimate success of a code of academic conduct depends largely on the degree to which it is willingly supported by students themselves.

SOCIAL MEDIA POLICY

All cell phones and social media devices should be turned off during class and clinical time. This includes no text messaging or postings on Facebook, Twitter, or any other social media sites during class or clinical time. Cell phones may only be used during breaks and meal time (if meal time is not utilized as part of clinical time for conference).

There is no such thing as a “private” social media site. Search engines can locate items many years after the publication of the original post. Comments can be forwarded or copied. It is often wise to delay posting if you feel angry or passionate about a particular subject. If you are unsure about posting something, ask your faculty.

No inappropriate content should be text messaged, or posted on Facebook, Twitter or on any other social media networks; this includes responding to another student’s post. If you wouldn’t say it in an elevator, you shouldn’t put it online. Inappropriate content includes but is not limited to: patient information, stories or pictures related to patients or families cared for during clinical even if they give permission, and information related to health care agencies, co-workers, faculty and/or managers. Information should not be shared with family members, friends, or posted on social media even if names or other identifying information are not used. Absolutely no pictures should be taken, saved, forwarded or posted of patients or family members, even if you have their permission. Patient confidentiality must be upheld at all times. Future employers hold you to the highest standards of behavior. Ensure that your online image is the same as your in-person image. Employers are conducting Web searches on potential job candidates long before they extend job offers.

You can be fined for a HIPAA violation, and/or sued independently for breaching of confidentiality or for ruining the reputation of patients, family members, faculty, or co-workers. You are legally liable for what you post. Please see the Undergraduate Nursing Student Policy Handbook for further information regarding patient’s rights to privacy and confidentiality. Please note, this includes emails over unsecured networks, or emails that include patient information to peers, staff, and/or faculty.

Failure to follow these guidelines related to use of social media may result in grade reduction, course failure, and/or dismissal from the nursing program.

Approved by Undergraduate Program Committee 9/16/10
Approved by Faculty Organization 10/2010
Updated 9/2015; 12/20

RESPONSIBILITIES OF STUDENTS

The following is required of students:

1. Be honest at all times.
2. Act fairly toward others. For example, do not disrupt or seek an unfair advantage over others by cheating, or by talking or allowing eyes to wander during exams.
3. Take group, as well as individual responsibility for honorable behavior. Collectively, as well as individually, make every effort to prevent and avoid academic misconduct, and report acts of misconduct which you witness.
4. Do not submit the same work in more than one class. Unless otherwise specified by the instructor, all work submitted to fulfill course requirements must be work done by the student specifically for that course. This means that work submitted for one course cannot be used to satisfy requirements of another course unless the student obtains permission from the instructor.
5. Unless permitted by the instructor, do not work with others on graded coursework, including in-class and take-home tests, papers, or homework assignments. When an instructor specifically informs students that they may collaborate on work required for a course, the extent of the collaboration must not exceed the limits set by the instructor.
6. Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased in your own words, you must cite your source. Students who are confused about whether a particular act constitutes plagiarism should consult the instructor who gave the assignment.
7. Know the rules – ignorance is no defense. Those who violate campus rules regarding academic misconduct are subject to disciplinary sanctions, including suspension and dismissal.
8. Be familiar with HIPAA (Health Insurance Portability and Accountability Act). Students are informed and trained about the HIPAA Privacy Rule upon admission into the CSUB Nursing Program. Students are expected to know and abide by HIPAA privacy requirements and what information must be protected (also known as the Protected Health Information Identifiers) including, but not limited to: name, address, medical record number, date of birth, social security number, or telephone number. Students who violate HIPAA privacy requirements may be subject to disciplinary action, not limited to dismissal from the CSUB Nursing Program.

Nursing Student Honor Commitment

The Honor Commitment is a personal commitment to honor and integrity which is self-imposed and not enforced by an outside authority. All students in the Department of Nursing pledge to follow the Honor Commitment.

The Commitment reads as follows:

A unique aspect of higher education is its attempt to instill in the student a sense of honor and high principles that includes and extends beyond academics. An essential feature of the Department of Nursing at California State University, Bakersfield is its commitment to an atmosphere of integrity and ethical conduct. As a Nursing student at CSUB, I accept as my personal responsibility the vigorous maintenance of high standards of honesty, truth, fairness, civility, and concern for others. My devotion to integrity establishes that I will not cheat in academic work and that I will adhere to the established and required [Student Conduct Code](#). According to the dictates of my own conscience, I will report behavior in violation of established standards. In addition, and beyond the requirements of any code or law, I confirm my own commitment to personal honor and integrity in all matters large and small. By implementing this ideal, I join the faculty, staff and students of the Department of Nursing at California State University Bakersfield in making the concept of honor a reality.

(Adapted from the Honor Commitment of Duke University)

I have read, received, and will abide by the Nursing Honor Commitment.

Print Name: _____

Signature: _____

Date: _____

C. Guidelines for Professional Appearance

CSUB nursing students must follow CSUB and agency policy regarding uniform dress and professional behavior.

Dress

CSUB nursing students represent the University and the Department of Nursing when interacting with patients, their families, staff, and others in the health care environment. The way students dress demonstrates respect for the University they represent and for the patients and families they serve. Students purchase and wear the uniform of the Department throughout their clinical experience, unless the clinical instructor advises otherwise. While wearing the CSUB uniform, students are clearly recognized at the University and by the clinical agencies accommodating the student experience. Professional attitudes and clothing reflect the same respectful behavior and professional attitudes even when the CSUB uniform is not required in the clinical area. Information regarding uniform purchase is provided during orientation. Uniform purchase, including the polo shirt and khakis worn during some clinical experiences, is mandatory. Students who fail to purchase their uniform in a timely fashion will be dropped from clinical courses.

The clinical uniform top is light blue and includes the monogrammed CSUB Department of Nursing logo (with optional first name). The pants are a regulation type of light blue (the same color and fabric as the traditional top and lab jacket) with straight leg scrub pants, or knee to mid-calf length skirts. Only a regulation blue CSUB blue scrub jacket with the CSUB monogrammed Department of Nursing logo with optional student first name may be worn over the uniform. Appropriate undergarments must be worn and must be covered by the uniform. Students may opt to wear a neutral-color long-sleeved or short-sleeved T-shirt under the uniform if desired and if not prohibited by the clinical facility. No other color T-shirts will be accepted.

Students in courses assigned to community experiences are required to wear the community uniform which is self-purchased straight leg khaki-colored slacks/pants (no “skinny” pants/khaki jeans) or knee to mid-calf skirt. The top is the CSUB Nursing dark blue polo shirt ordered through the Department of Nursing or other appointed vendor. Students may opt to wear a neutral-color long-sleeved or short-sleeved T-shirt under the uniform if desired. No other color T-shirts will be accepted.

Casual attire, such as shorts, jeans, flip-flops, or short midriff tops are not permissible in the clinical setting, including the skills lab and simulation center at any time. Faculty may have additional requirements for specific clinical areas. Please clear any exceptions to these items with your clinical faculty.

Identification Badge

The CSUB Identification badge includes: student picture, student name and title “Nursing Student” in a minimum of 18-point font. This complies with a Board of Registered Nursing requirement. The identification badge must be worn above the waist, and the photo must be displayed outward. The identification badge must be worn at **all times** during clinical hours at any clinical sites. If the student reports to the clinical site without their badge, they will be sent home and given an unexcused absence. Student must also wear their identification badge when, in the CSUB Nursing Skills/SIM Lab(s) and Computer Lab(s).

Footwear

Wear clean white, navy blue, gray, black or dark brown shoes or sneakers with closed toe and heel, with nonskid soles. Sneakers may be worn in the colors stated above without excessive design. For questions or shoe approvals, refer to your clinical team leader. Be sure shoe laces are neutral-color. May wear solid neutral-color socks or stockings that match shoes.

Hair

Hair is neatly maintained, clean and kept off the collar. Hair is pulled back to prevent it from falling forward over the face while performing routine nursing duties. Color should be those that occur in nature (no pink, purple, blue, etc.). Students may choose neatly trimmed facial hair. Facial hair is maintained in short style to insure adequate seal for respiratory isolation masks/particulate respirators. No handle bar style mustaches or long beards are acceptable.

Makeup

Makeup, if worn, should be natural in appearance. No heavy makeup, glitter, or extremes in color.

Nails

No acrylic nails, extenders, or polish is permitted. Nails must be clipped close to the fingertips. Hands and nails must be clean and free of any stains.

Perfume

Perfume or cologne is not allowed. All personal care products including deodorants and body sprays must be unscented

Sunglasses

Sunglasses may be perceived as blocking interpersonal communication. Do not wear them indoors.

Jewelry and Body Accessories

The following jewelry is allowed: a) One small post earring (with no dangles) in each ear; b) One small ring; c) Small necklaces and neck chains inside the uniform; d) ankle chains that are not visible or audible; and e) small wrist watches with second hands. No phone watches are allowed in the clinical site, it must be a basic analog watch with a second hand, unless approved by clinical team leader. No other jewelry and/or visible body piercing is allowed in the clinical area. (Please don't assume because the pierced ornament is in your tongue that it is invisible. It is not acceptable professional dress).

Faculty may have additional requirements for specific clinical areas. Please clear any exceptions to these items with your clinical faculty.

Tattoos

No visible tattoos are permitted in the clinical area (including skills and sim) . Cover any tattoos that may be visible.

Hygiene

Personal hygiene must be of the highest standard. Absence of body, mouth and clothing odor is necessary.

Exceptions

Requests for exceptions must be submitted to the faculty and/or agency in writing before the day of the clinical experience.

The guidelines, established by CSUB students and faculty, will be enforced for all students in the Nursing program. Any student failing to comply will be asked to leave the clinical area and may not return until modifications are made. This action will result in an unexcused absence for the day. Any desired deviation from this code must be presented to the Faculty for their consideration. Students should be aware that additional dress restrictions and infection control policies might be required in specific departments of agencies or hospitals.

Do not chew gum, mints or smokeless tobacco while in clinical areas. Students may not smoke cigarettes or e-cigarettes, or vape while in uniform at any time. It is expected that patients will not experience any exposure to second-hand or third-hand smoke. CSU Bakersfield is a smoke free campus and students are expected to abide by the University rules on smoking.

D. Classroom Behavior, Email Etiquette, & Testing Policy

Classroom Behavior

Professional behavior is expected. It is the responsibility of each student to support a productive learning environment and avoid behavior recognized as “classroom incivility.”

What is Classroom Incivility? (adapted from UCSC Center for Teaching Excellence)

- Annoyances, minor disruptions: talking on cell phone or texting, surfing internet, reading newspaper, side conversations, arriving late or leaving early, packing up noisily before end of class.
 - Solution: Be aware that one student’s activities do affect the experience of the entire class. Avoid these behaviors.
- Dominating discussion: The student who won’t let anyone else talk or fails to recognize the instructor’s intent to “move on” with the discussion.
 - Solution: Pay attention to “cues” from your instructor and classmates. Remember that office hours are available to answer lingering questions.
- Aggressive challenges of teacher: The student who takes up class time questioning the instructor’s authority, expressing anger about grading, or generally undermining the ability of the instructor to teach.
 - Solution: State your questions and concerns in a clear, courteous manner through effective word choice and professional tone. If you become frustrated, use a private meeting during office hours to fully explore your concerns.
- Disputes between students; demeaning comments: When classroom discussion gets out of hand, or a student uses demeaning or stereotyping language.
 - Solution: Recognize that controversial subjects and viewpoints will be explored, and that divergent opinions may be expressed. However, it is expected that students will “disagree without being disagreeable.” Do not use slurs (based on race, ethnicity, gender, sexual orientation, religion, etc.) or engage in personal attacks.

Online Etiquette/Netiquette:

Professional behavior is expected. It is the responsibility of each student to support a productive learning environment and avoid behavior recognized as “classroom incivility.” In an online course, it is particularly important that students review etiquette related to electronic communication. Please review the Netiquette Guidelines in the at: <http://www.albion.com/netiquette/corerules.html>

Email Policy for Faculty, Staff, and Students

The purpose of this policy is to clarify the appropriate use of email between faculty, staff, and students in relationship to the Department of Nursing (DON) at California State University, Bakersfield (CSUB).

1. All faculty, staff, and students are required to use their “csub.edu” account when emailing information or questions pertaining to aspects of the programs of nursing provided at CSUB.

- a. The university provides a “csub.edu” email to every faculty, staff, and student who are a part of the CSUB community.
 - b. Faculty and Staff are not required to respond to email from other email accounts so questions by students may go unanswered and information may not be distributed as needed.
 - c. Exception: It is important to note that new faculty and prospective RN-BSN and MSN students may use personal address until receiving their csub.edu addresses which may take 3-4 weeks at the beginning of the semester.
2. All faculty, staff, and students will respond to emails within 48 hours on Sunday-Thursday and within 72 hours on Friday-Saturday when classes are in session.
 - a. In the case of a clinical emergency, contact with instructor is expected by phone.
 - b. Students who fail to respond to faculty or staff within the allotted time period will be subject to appropriate consequences (clinical or theory warning, or warning from staff).
 3. The confidentiality of “csub.edu” email is not guaranteed so emails containing patient information of any type must not be sent via email. This information should be discussed in person between faculty, staff, and students.
 4. All faculty, staff, and students will only use their own “csub.edu” account and not that of another faculty, staff, or student.
 5. Use professional tone when writing an email message. You should:
 - a. Use professional greetings instead of colloquial expression (Dear Professor_____ rather than “hey,” “yo,” or “sup”).
 - b. Always end email with a thank you and a signature block.
 - c. Wait until your message is written and proofread to add the recipient(s). This will prevent you from accidentally sending an email at the wrong time or to the wrong person.
 - d. <https://www.lifewire.com/email-rules-for-professionals-3997143>
 - e. <https://www.lifewire.com/fundamental-email-etiquette-1171187>

Testing Policy

During quizzes and exams, the Testing Policy will be followed. Students should familiarize themselves with the following expectations PRIOR to testing:

1. Arrive on time to avoid distracting other students.
2. Store all belongings as directed.
3. Use one #2 pencil for Scantron testing.
4. Sit every other seat as much as possible. Instructors reserve the right to use assigned seating.
5. No hats.
6. No food or drink without instructor permission.
7. No papers or books of any kind.
 - a. Exception: if an “open-book” quiz is given, or if blank paper is needed for mathematical calculations, the instructor will provide specific, clear instructions about which materials may be used.

8. No additional electronic devices of any sort may be used, left on, or even visible. Cell phones etc. should be off & stored with belongings.
 - a. Exception: If calculators are required for testing, the instructor will notify students in advance. SIMPLE calculators would then be allowed. NO cell phones, graphing calculators, or calculators on clipboards will be permitted. NO additional notes may be added to calculator.
9. No looking at other students' responses, i.e. papers, or computer stations.
10. No talking to other students.
11. No leaving the room during the test without permission of the faculty member.
12. Any violation of these rules will be viewed as an act of academic dishonesty.
13. Time limit: Pencils down at scheduled end time. It is the student's responsibility to manage time wisely & finish the exam, including name. Failure to stop when directed is an attempt by a student to gain an unfair advantage (more time than other students), which is academic dishonesty.
14. Scores are based on recorded responses only. Omitted or mis-bubbled Scantron answers will be marked wrong. Computerized testing answers cannot be changed.
15. NO RECORDING ALLOWED during review sessions after tests. This includes written or electronic recording. All test reviews will be conducted "eyes only" without paper or pencil/pen. Attempting to copy test questions during test review constitutes academic dishonesty. The penalty for attempting to copy or record test questions will be, at a minimum, a grade of ZERO on the test and may include actions up to and including dismissal from the program. In addition, a Theory Warning for Academic Dishonesty will be placed in the student's file
16. Generally, there are no makeups for in-class quizzes or assignments unless arrangements are made with instructor related to a medical emergency or other extenuating circumstances. Refer to syllabi for course specific policies.
17. Students must take all tests and the final exam on scheduled dates and times unless special pre-arrangement is made with instructor. A student who misses a test without pre-arrangement must have evidence of a documented emergency. It is the responsibility of the student to promptly notify the instructor and produce the required documentation. A student who experiences a documented emergency will be scheduled to take the test at the convenience of the instructor. The student may receive an alternative test, covering the same material but with *different* questions.

Approved by F.O. Committee on January 6, 2000.
Revised 3/09
Revised 08/06; 7/11;
5/15; 9/15; 12/20

E. Attendance Policy

Clinical Attendance

1. Clinical Orientation is mandatory. There are no makeup sessions for missed orientations. Students who arrive late OR are absent from Clinical Orientation will be administratively dropped from the course. The Board of Registered Nursing expects that theory and clinical courses will be taken concurrently; therefore, a student who is dropped from a clinical course will also be dropped from the concurrent theory course.
2. An excused absence consists of time missed due to illness or extenuating circumstances. The student is responsible for notifying the instructor, and make direct voice contact with the instructor, about the illness or extenuating circumstances prior to the start of the assigned clinical day. No messages are acceptable. The need for makeups of clinical hours will be determined by the student's ability to complete course objectives. All excused absences in excess of one week of clinical hours must be made up during the semester, by arrangement with the instructor; otherwise, course failure will occur.
3. An unexcused absence is any absence not due to illness or extenuating circumstances, or without prior notification of the instructor. A clinical warning will be issued. All unexcused absences must be made up subject to the availability of the clinical instructor. An unexcused absence which is not made up will result in a failure of the course.
4. Late Policy: Students are expected to arrive to the clinical unit on time. If a student knows they are going to be late, the clinical instructor must be notified by voice call. Students failing to arrive to the clinical setting at the appointed time will be considered late. Refer to the individual course syllabus for specific guidelines.
5. Illness Policy: Students whose condition limits their ability to give nursing care or who have an illness of a chronic or contagious nature must submit documentation from a medical provider stating that it is safe for them to perform nursing care before returning to the clinical area. All absences more than one clinical day, even if excused, must be made up and at the discretion and availability of the nursing faculty.
6. Provision for makeup labs may be offered at the discretion and based on the availability of the instructor, with priority given to those students with excused absences before students with unexcused absences.
7. Meals & Breaks: Students are required to remain on the clinical campus during meals and breaks. Refer to the individual course syllabus for specific guidelines.

Lecture Attendance

1. Class attendance is expected of all students enrolled at the University. The instructor in each course sets the standard expected in this regard. When students are absent from classes, it is their responsibility to inform instructors of the reason for the absence. It may not be possible to make-up in-class learning activities, but the student should consult with faculty regarding missed work and assignments. Faculty reserve the right to subtract points from the total grade for each class absence. Guidelines will be listed in the students' specific class syllabus.
2. Students' guests are allowed in lecture only with special permission from the instructor.
3. Students must obtain permission from the instructor prior to recording in the classroom.
4. Children are not permitted in the classroom, computer lab, simulation center or skills lab.

Online Attendance

All students enrolled in online courses (which includes hybrid courses) must log in to the course, and complete any assignment(s) or other activities that are required during the first week. Students who fail to complete first-week assignments/activities within the instructor's deadline may be dropped. After the first week and during the time period before the final withdrawal date, students are responsible for officially withdrawing from any class or classes in which they no longer wish to be enrolled.

Instructors may drop a student from a course when absences number the equivalent of two weeks of class recorded from the first day of instruction. In the case of online courses, "absences" shall be defined as "non-participation". Non-participation shall be defined as, but not limited to:

- Not following the instructor's participation guidelines as stated in the syllabus
- Not submitted required assignments
- Not contributing meaningful discussion in required chat rooms, discussion boards or other online forums
- Not participating in scheduled activities
- Failure to communicate with the instructor as required

Simply logging into the course does not constitute participation. Students must demonstrate that they are actively participating in the course by submitted required assignments.

Revised April, 2003
Revised 09/06
Revised 03/09
Revised 7/11; 9/15; 02/21

F. Transportation

The University does not provide transportation. Students are required to provide their own transportation to clinical and other field areas. Students engaged in community health clinical experiences must have access to a car.

G. Simulation Center & Skills Laboratory Rules

These rules are designed to promote safe and efficient use of the Simulation Center and Skills laboratory. The Simulation Center and Skills laboratory setting is intended to simulate the agency environment. The equipment in the Simulation Center is quite expensive and must be treated with respect. It is expected that behavior in the Simulation Center and Skills laboratory will reflect an understanding of proper behavior in the clinical setting. The following rules apply to individuals or groups using the Simulation Center and Skills laboratory:

1. Food and drink are NOT allowed in the Simulation Center and Skills laboratory.
2. Students must wear their CSUB identification badge, lab coat over appropriate street clothes when in the skills lab. Uniforms are to be worn during assigned clinical simulation time.
3. Students are not allowed in the Simulation Center and Skills laboratory without faculty supervision, unless given express consent by the Skills Lab Coordinator.
4. Replace chairs, bedside tables, mannequins, and beds and privacy curtains to their proper location.
5. Faculty must supervise the use of equipment in the locked cabinets. Students may use their own laboratory equipment on scheduled lab day and by pre-arrangement with faculty. All equipment must be returned to the area designated by the Skills Laboratory Coordinator at the end of each laboratory session. Faculty will supervise the return of equipment and ensure the laboratory is locked after use.
6. The simulation equipment (mannequins, models) requires gentle handling and students must be supervised by a faculty member. The Computerized Patient Simulators are to be handled by trained faculty ONLY.
7. Sitting or lying on the beds is prohibited, except for specified simulation laboratory experiences. Never wear shoes while in or on the beds. The beds are not intended for naps; if you are ill, go to the Student Health Center.
8. Report any safety or equipment problems to the faculty, Skills Lab Coordinator or the nursing office.
9. Simulation exercises demand the same privacy as would be accorded a patient in the Agency.
10. Trash and used disposable equipment should be placed in the proper containers before you leave. Contaminated equipment should be disposed of following specific policies.
11. Simulation Center and Skills Laboratory equipment and supplies are for use only for clinical lab course work.
12. Syringes and needles can only be used in the skills laboratory or lecture room when faculty is available to supervise. Syringes and needles cannot be signed out or taken out of the nursing building by students. The supervising faculty is responsible for the correct disposal of used syringes and needles.

Revised January 2010; 12/20

H. Policy for Students Practicing Procedures on Each Other

In the course of the nursing program, when learning new skills, it is often useful for students to take the role of the patient. This enhances the learning experience in several ways:

1. For the practicing students in that a live “patient” gives them a more realistic experience.
2. For the student “patient” since it gives her/him an idea of what the procedure is like from the patient’s perspective and should help her/him be a more sensitive care-giver.

In asking the individual student to take on the patient role, the student’s right to privacy and right to refuse a given procedure will be protected. Faculty will make every effort to protect students’ privacy by making sure other students follow the same guidelines they would use in the hospital to avoid exposure to the patient. In the case of some procedures, such as baths, students will be given the opportunity to bring bathing suits or other appropriate clothing.

If a student chooses not to be a “patient” for a particular skill, such as an injection or bath, the instructor will arrange a simulated experience for that student’s practice, unless another student is willing to take his/her turn as patient. Students will demonstrate injections and IV insertion in the skills lab. Faculty must be notified of special requests a minimum of four (4) days prior to the assigned exercise.

Certain procedures may be deemed by the faculty to be unsuitable or potentially dangerous for students to practice on each other. Each faculty team or the total faculty will make this decision when the occasion arises.

Students may not practice any invasive procedure on another student unless there is faculty supervision and it is in the skills laboratory. At no time is an invasive procedure to be performed on any person or client outside of the nursing classes or clinical area unless supervised by a faculty member.

Please sign and return one copy to your clinical faculty.

My signature indicates that I have read and understand the above policy and that I will not hold CSUB or any faculty member liable.

Print Name: _____

Signature: _____

Date: _____

I. Syringe Disposal Policy

1. Impermeable containers are to be stored in RNEC 115B, Simulation Center , or CPHC storeroom when not in use.
2. Collection and segregation: The nursing department generates medical wastes including used hypodermic needles. These needles are to be collected at the point of origin in puncture-resistant, leak-proof containers.
3. When impermeable containers are three quarters (3/4) full, they should be capped, topped, and placed in red, double-lined biohazard bags and disposed of in accordance with generally accepted safety standards.
4. Impermeable syringe containers delivered to the Student Health Center stockroom will be picked up from that location by a contracted disposal company.

J. Clinical Section Reassignment

The team leader of clinical courses reserves the right to reassign students to another clinical section, based upon hospital request and/or team leader request. Clinical reassignment may be made without approval from the student. The student will be notified via email that their clinical section has been changed.

K. Priorities for Clinical Rotation Assignments

Based on a “verbal agreement” that was made over 20 years ago, Tuesdays and Wednesdays are CSUB clinical days; Thursdays and Fridays are reserved in the clinical agencies for use by Bakersfield College (BC). To avoid conflicts with seniors, preceptors, students from other colleges, and clinical rotations, here are the priorities for clinical rotation assignments:

First Priority

Regularly scheduled clinical rotations for courses required in the first three levels of the curriculum: Nurse Externs or Senior Practicum students should not schedule themselves for a day/unit when or where CSUB or BC students are there. The Extern students have options, the lower level clinical rotation students do not. The exception would be if the clinical instructor gives permission (this includes the BC instructors). For example, if BC students take the “back” patients on 4th floor at Memorial, an Extern or Senior Practicum student could work in the “front” without compromising the learning for the other clinical students – provided the BC clinical instructor agrees.

Second priority

Senior Practicum students: If both a Senior Practicum student and an Extern student show up the same day for the same preceptor, the Extern needs to go elsewhere. The reason is that the Extern student is in an elective course; Senior Practicum is a required clinical course in the curriculum. As an agency employee, you may be told by the agency that you “must” work at the scheduled time on the scheduled unit. If this occurs, inform the faculty team leader for the course and the situation will be resolved.

L. **Policy for the Process of Evaluation of Students in Clinical**

1. Evaluation of clinical performance is based on letter grades received on Nursing Process assignments and/or other items specific to particular courses. As with other nursing courses, a student must achieve a minimum of 73% to pass the course. In addition, performance is rated by the Clinical Performance Evaluation Tool (CPET) based on the course objectives. Failure in receiving a 73% or failure to pass the CPET will result in failure in the clinical course.
2. Student clinical practice performance is rated by the performance evaluation tool at mid-semester and during the final examination period.

Procedure for these evaluations:

- a. Prior to the mid-semester and final conference, both instructor and student rate the student's performance, based on records of the student's performance in the clinical setting using the CPET. During the conference, examples of the student behaviors are shared.
 - b. Students sign the CPET indicating they have read it after adding, at their discretion, additional statements.
 - c. Students who disagree with the ratings on the CPET, must first take steps to resolve the disagreement on an informal departmental basis. The *Nursing Student Policy Handbook* page 39 outlines the lines of communication.
 - d. Completed CPET's are to be submitted by the clinical faculty to the Department of Nursing office for filing.
3. For students who have missed clinical practicum time that prevent them from achieving course objectives, arrangements must be made for makeup time as soon as possible to successfully complete the course. (See *Nursing Student Policy Handbook*, "Attendance Policy").
 4. Course failure is to be reported to the Team Leader, Undergraduate Program Director, and the Chair of the Department of Nursing within 3 business days.

Revised: March 2009; July 2011;
June 2016; December 2020

M. Clinical Remediation Policy

Rationale:

Clinical Instructors are sometimes faced with students who are unable to perform clinical skills satisfactorily in the clinical setting. There is a need for a process that is uniformly applied within the Department of Nursing when this need arises and that clearly outlines the responsibilities of the nursing student, the nursing faculty, and the nursing sim center and skills lab staff.

Process:

1. When the clinical instructor identifies a student who is performing below expectations, a clinical warning should be issued (See Undergraduate Student Policy Handbook (UNSPH) outlining the deficient behavior and required expectations, including the timeline for completion of remedial activities. In addition, the instructor should complete the Clinical Remediation form (see attached), and distribute a copy to:
 - a. The student with his/her clinical warning
 - b. The student file
 - c. The Clinical Team Leader
 - d. The Sim/Skills Lab Director
2. The student is responsible for arranging skills lab practice time. The student should consult with the Sim/Skills Lab Director to determine when the skills lab staff will be available to oversee practice. If there are no available practice times, the student will need to consult with the clinical faculty.
3. Required practice hours must be documented by the skills lab staff.
4. Clinical remediation may be evaluated in one of two ways: 1) the student simply completes the required didactic review and clinical practice hours; and/or 2) the student must return demonstrate the deficient skill. If return demonstration is required, it is the responsibility of the clinical faculty to oversee the return demonstration (i.e. the skills lab staff student's will not document skill proficiency).

Documentation:

When the remediation plan is successfully completed, the clinical faculty should document this in the student file under "Evaluation" on the Remediation Form. Additional narrative notes should be placed in the students file, as needed.

California State University Bakersfield
Department of Nursing

Clinical Remediation Form

Date: _____ Course Number/Section: _____

Student Name: _____

Clinical Faculty: _____

Part A: Need for clinical remediation

To be completed with Clinical Warning, which must be attached to this form

Required remediation (check as applicable):

Review didactic information (i.e. reading assignments, videos, etc.)

Skills lab practice

Hours practice required (to be documented by skills lab staff): _____

Skills to be practiced:

Evaluation (check as applicable):

Complete remediation requirements as outlined above

Return demonstration of skill (to be documented by clinical faculty)

Part B: Documentation of completion

To be done when student has completed his/her remediation

Clinical remediation plan was satisfactorily completed as outlined above

Date

Faculty Signature

Copy to: Student
Student file
Team Leader
Learning Resources Director

N. Student Safety in the Clinical Setting

When a nursing student sustains an injury during their clinical practice, such as a physical injury, needle-stick injury, or exposure to communicable disease, the goal is to obtain the appropriate treatment in a timely manner. The following protocols should be adhered to in order to ensure appropriate treatment and documentation.

- 1) Student will report the injury to the faculty member immediately.
- 2) Student/faculty member will inform the supervisor at the clinical site.
- 3) Student will complete an incident report per the clinical site's protocol and provide a copy of the incident report to the faculty member.

Student will complete CSUB Student/Visitor Injury Illness Report and submit to faculty. Form can be found at: http://www.csub.edu/bas/srm/_files/studentaccidentreport.pdf

- 4) Student/faculty will decide on the appropriate level of medical treatment that should be sought based on the injury sustained and treatment be rendered within 24 hours of the injury. (Needle stick injury requires treatment within 2 hours).
- 5) Refer the student immediately to CSUB Student Health Services (SHS). SHS will follow their protocols for caring for students who are injured during their clinical practice. Faculty may provide student with a copy of the incident report from the clinical site, Supervisor Report of Injury form, or a simple note describing the incident to provide to SHS.
- 6) After SHS usual business hours, preferred method of treatment is through local urgent care or emergency department.
- 7) In the event of blood-borne pathogen exposure, complete the BBP Post-Exposure Report Form available at http://www.csub.edu/bas/srm/_files/bbp%20exposure%20report.pdf and scan/email or fax or the completed form to (661) 654-2299.
- 8) Faculty member will counsel student as appropriate to determine how injury could have been prevented and to recommend counseling services as appropriate.

Additional Notes:

Employee Health Nurse at clinical site may be in contact with the student/faculty.

Revised and approved by UPC 1/20/12
Updated 5/1/12 (DB)
Updated 6/2016; 12/20

Injury and Illness Prevention Programs

Details on the Injury and Illness Prevention Programs can be found at the following website: <http://www.csub.edu/bas/srm/Injury%20and%20Illness%20Prevention%20Programs/index.html>

O. Nursing Computer Lab Guidelines

1. The Nursing Computer lab is reserved for students currently enrolled in the nursing program.
2. Students must have their CSUB Nursing ID badge while using the computers.
3. No programs are to be downloaded or installed. The computer background screen, screen saver, desktop icons, links, etc. should not be altered or deleted.
4. Students must provide their own paper to use the printer.
5. Students must be working on nursing related work to use the computers.
6. No food or drink is permitted near the computers. The tables in the middle of the room have been designated for that purpose.
7. Do not try and fix computer equipment if there is a problem. Report all problems to one of the department administrative staff.
8. Viewing pornography or any other inappropriate images or text will not be tolerated and you will be asked to leave. Downloading illegal material is a violation of University policies and will result in student discipline.
9. Children are not allowed in the computer lab.
10. Students must demonstrate professional behavior and respect for the study environment.

P. Mailbox Security Policy

The internal mailboxes and external mail drop are treated with the same respect as the U.S. mail delivery. It is not appropriate to go through another student's or faculty member's mail. Students are not to enter the mailroom in the Nursing administrative offices without expressed consent from the department chair, nursing faculty or administrative office personnel. Faculty or administrative office personnel must accompany the student while in the Nursing mailroom.

Faculty Organization Approval
Rev. 12/20; 03/09; 9/06 ; 7/04
11/7/96

Q. Student Representation on Departmental Committees

Each nursing class will identify a representative to attend the Nursing Department Committee meetings, including Faculty Organization, the Undergraduate Program Committee, and the Program Evaluation Committee. It is the responsibility of the student representative to attend or send an alternate, and to report back to the nursing students. It is also the responsibility of the students to provide the elected representatives with input so that they may adequately represent their colleagues at the meetings. Topics to be discussed at meetings must be addressed with the Departmental Committee Chair prior to the meeting for the item to be placed on the agenda.

R. Student Feedback

Student evaluation of specific courses, faculty, and level objectives is sought at many points during the nursing program as part of the Program Evaluation Plan. Course, Level and Program evaluations are submitted using surveys through Blackboard. In addition, evaluation of the faculty member's teaching is done in a formal manner through the SOCI (Student Opinionnaire on Courses and Instruction). Students in each regular class offered at the University are asked to fill in questionnaires which report their assessment of the course content and the instruction in that class. These SOCIs are used both by individual faculty members and the University administration in a continuing effort to ensure that California State University, Bakersfield's instructional program is as effective as possible. The SOCI is administered during the last week of the semester prior to finals.

S. Lines of Communication

If students are having academic difficulty or other problems in any course, they should first ask their instructor for help to resolve the problem. If this does not result in resolution of the problem, the student needs to seek the assistance of the Team Leader for the course. If the difficulty and/or problems still persist, the student may then seek the assistance of the Undergraduate Program Director for problem resolution. If there is still a problem, the student should then seek the help of the Department of Nursing Chair.

Any unresolved issues can be referred to the CSUB ombudsman:

<http://www.csub.edu/counselingcenter/ombudsman/index.html>

T. Policy for Written Work

- 1) The Department of Nursing has adopted the APA guidelines as a standard for all written work. The APA Manual is available for purchase from the University Bookstore, and is a required textbook for each theory course.
- 2) Use the APA guidelines for grammar, format, style, citations and references.
- 3) Punctuation, spelling, grammar, and neatness count on all papers and will be considered as part of the overall grade in nursing course written requirements.
- 4) All papers will be typed unless expressly excused by individual faculty.
- 5) All typed papers should be carefully proofread, and pen/pencil corrections may not be made.

Revised 12/20; 03/09

U. Policy on APA Publication Manual

The CSUB Department of Nursing requires that student papers, thesis, and reports with citations be prepared according to the American Psychological Association *Publication Manual*. Students are required to use the latest version of the manual. The Department of Nursing and individual faculty members will advise students of any accepted variations from the manual. The most current Department APA Policy and Resources can be found on the CSUB Nursing Communication Center page on Canvas.

The APA *Publication Manual*, Seventh Ed. (2019) contains guidelines for both student papers and professional manuscripts. Students are encouraged to be familiar with both, but are required to use the guidelines for student papers found in the manual.

Sample Papers

The *Publication Manual* (7th edition) provides a sample student paper in chapter 2.

Technical and Writing Errors

Carefully proofread for:

- it's and its
- there, their, and they're
- use of citation in the paper but it is not listed on the reference list & vice versa
- correct use of numbering, underlining, and lines in tables and figures
- single sentence paragraph or very long paragraphs
- overuse of the same word in a sentence or throughout a paragraph
- use of a numerical figure when a number starts a sentence, should be written out
- consistent use of “%” symbol or word “percent”
- consistent use of same tense within a sentence and whenever possible within a paragraph
- use past tense for results based on completed studies
- avoid use of first person unless it is necessary and permitted by instructor
- check authors' and publication year of all in-text citations against reference page

Additional Help

Internet resources:

Online Writing Lab (OWL) at Purdue University: <http://owl.english.purdue.edu/>

KnightCite Citation Service web-form provided by Hekman Library Calvin
<http://www.calvin.edu/library/knightcite>

The Writing Center at The University of Wisconsin, Madison:
<http://writing.wisc.edu/Handbook/DocAPA.html>

Other:

<http://www.apastyle.org>

<http://www.indiana.edu/~wts/pamphlets.shtml>

<http://www.nwmissouri.edu/library/citing/citing.htm>

<http://www.crossref.org>

Reference:

American Psychological Association (APA). (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Approved by the Faculty Committee 3/14
Revised 2/14; 12/20

Section IV. Disciplinary & Related Policies

A. Academic Integrity-Violation Process

The principles of truth and integrity are recognized as fundamental to a community of teachers and scholars. Students are expected to do all work assigned to them without unauthorized assistance and without giving unauthorized assistance. Students must adhere to the University's Academic Integrity Policy found in the current online CSUB Catalog and at the [Office of Student Rights and Responsibilities](#) (OSRR) website. Academic dishonesty is a broad category of actions that involve fraud and deception to improve a grade or obtain course credit. There are certain forms of conduct that violate the University's policy of academic integrity. These forms include but are not limited to:

Cheating: a broad category of actions that involve fraud and deception to improve a grade or obtain course credit e.g. submission of the same paper, or essentially the same paper for credit in a different course or intentionally utilizing someone else's work.

Plagiarism: consists of the misuse of publications or unpublished works of another by claiming them as one's own. Plagiarism may consist of handing in someone else's work as one's own, copying or purchasing a pre-written composition and claiming it as one's own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation. Reuse of student's own work is also considered plagiarism.

Fabrication: intentional falsification of information on class assignments or presentations.

Unauthorized

Collaboration: means working with others without the specific permission of the instructor on assignments that will be submitted for a grade. This rule applies to in-class or take-home tests, papers, labs, or homework assignments. Student may not collaborate without faculty authorization.

Failure to

Collaborate: Not contributing in a satisfactory manner to a group assignment/project.

In the Department of Nursing, Academic Integrity Violations will be handled in the following ways:

1. Written Assignments:

Minor violations will be documented using the "Notification of Violation of Academic Policies in Written Assignments" form. A student who violates the academic policy can receive a deduction in points or an assignment grade of zero. A copy of the notification will be placed in the student file along with a copy of the paper and/or assignment. The second minor violation in subsequent assignments and/or courses will be treated as a major violation and referred to the OSRR.

Major violations will be documented using the "Notification of Violation of Academic Policies in Written Assignments" and CSUB University's "Academic Integrity Violation

Reporting” forms. A copy of the notification will be placed in the student file along with a copy of the paper and/or assignment. These violations will be reported to the OSRR for adjudication to determine additional disciplinary sanctions.

2. Professionalism and Clinical Violations:

Minor Violations will be documented using either a Theory or Clinical Warning forms, depending upon which type of course the violation occurs in. A student who violates the academic policy can receive a deduction in points or an assignment grade of zero. A copy of the Warning will be placed in the student file along with any appropriate documentation. If the same minor violation is repeated it will be treated as a major violation.

Major Violations will be documented using either Theory or Clinical Warning forms, depending upon which type of course the violation occurs in. A copy of the notification will be placed in the student file along with any appropriate documentation. Major Violations will initiate the Academic Probation process. These violations may also be reported to the OSRR for adjudication to determine additional disciplinary sanctions.

Revised 12/20; 12/10 DW/MK; 9/16, 3/20

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
Department of Nursing
Notification of Violation of Academic Policies in Written Assignments

Student Name _____ Date: _____

Course: _____ Semester/Year: _____

Minor Violation: The paper you submitted for this course has the following minor problem(s). A copy of your paper will be placed in your student file. If a minor violation occurs in subsequent assignments and/or courses, then you will receive a major violation warning and referred to the Office of Student Rights and Responsibilities (OSRR):

_____ Direct quote without one or two of the following:

- _____ author
- _____ year
- _____ page number
- _____ quotation marks

_____ Paraphrasing without citation (minor)

_____ Excessive use of reference material and little or no original student writing.

The following action has been taken:

_____ Deducted points for the assignment (see grading rubric or grading criteria)

_____ Assigned a grade of zero for the assignment

Major Violation: The paper you submitted for this course has the following major problem(s). A copy of your paper will be placed in your student file. In addition to this warning, an Academic Integrity Violation Report Form will be completed and forwarded to the OSRR for further action:

_____ Direct quote without three or four of the following:

- _____ author
- _____ year
- _____ page numbers
- _____ quotation marks

_____ Use of a paper (or essentially the same paper) you submitted in another course

_____ Use of another student's paper or a purchased paper

_____ Paraphrasing without citation (major)

_____ Previous minor violation documented

The following action has been taken:

_____ Deducted points for the assignment (see grading rubric or grading criteria) Assigned a grade of zero for the assignment

_____ Assigned a grade of F for the course

_____ Student Violation letter given/Academic Integrity Violation Report Form submitted to OSRR

This warning will be placed in your Department of Nursing student file and will represent notification of your violation of academic integrity policies. Please refer to the University's Academic Integrity Policy found in the current online CSUB Catalog under Section XI Academic Information.

Faculty Signature

Date

Student Signature

Date

B. Policies Related to Theory and Clinical Warnings

Overview

A student who fails to meet the ethical, professional, academic or clinical standards of the Department of Nursing (DON) may receive a written warning, a failing grade, placed on academic probation, or may be dismissed from the nursing program.

Written Warning

A faculty member may issue a written warning to a student who has exhibited behavior that violates the standards of the DON. The procedure for a written warning is followed unless the circumstances warrant an immediate dismissal from a course or from the program.

Procedure for Written Warning

- The faculty member may issue a student a written warning with or without prior verbal corrections and/or counseling.
- A student may receive a written warning:
 - If his or her course grade is below the C (73%) grade requirement during the midterm evaluation period.
 - At any time a faculty member determines that a student has violated the ethical, professional, academic and/or clinical standards of the DON.
- The faculty member and student review the violation and written plan of action for remediation and correction including timelines, expected changes in student behavior, and remedial activities.
- The faculty member issues the written warning, dates and signs it. The student is requested to also sign the written warning.
- The student receives the copy of the written warning. The written warning may be delivered by hand, through the department's mailbox system, or through the U.S. Postal Service, or through campus email.
- The original written warning is placed in the student's file.
- Written warnings are tracked on the Clinical / Theory Warning Academic Integrity / Failure Notification Log Sheet.
- As stated in Section A, second violations or major violations will place a student on Academic Probation.

C. Academic Probation Policy

When a student is placed on academic probation, the following actions will take place:

1. The student and course faculty member will develop an Academic Learning Improvement Plan (ALIP), which will be placed in their student file
2. The course faculty member will notify by email the Student Success Coordinator, and all involved faculty of the terms of the Academic Learning Improvement Plan (ALIP), and academic probation.
3. The involved faculty members and Student Success Coordinator will determine the level of participation allowed by that student in Nursing Department extracurricular/ service-learning activities. (Example: CNSA conference attendance, CPHC Club activities).

4. Student will meet with Academic Advisor to discuss the Academic Learning Improvement Plan (ALIP) and other strategies for success.
5. Student will meet with Assistant Chair or Department Chair to review their progress.
6. Attend a CSUB Academic Standing Workshop.

Academic probation will be removed, and a student returned to 'good standing' when all the following conditions exist:

1. All course final grades are 73% or above
2. Completion of Academic Standing Workshop
3. Completion of Academic Learning Improvement Plan (ALIP)

D. Policies Related to Clinical Failure

A clinical failure is defined as a failure in the clinical experience to meet ethical, professional, academic, and clinical standards of the Department of Nursing and/or course. A clinical failure may be assigned at any point during the course.

Procedure for Clinical Failure:

- A verbal or written warning may precede a clinical failure. However, no previous warning is required if ethical, professional, or clinical behaviors have occurred that constitute a serious departure from the standards of practice or if the student has demonstrated that she/he is incapable of rendering safe care.
- The student is informed that she/he has failed when a faculty member determines that:
 - The student has violated ethical, professional, and/or clinical standards OR
 - The student has not met the clinical course objectives OR
 - The student has demonstrated that she/he is not capable of rendering safe care
- The faculty member's final decision to fail a student is made in collaboration with the Team Leader. The Team Leader notifies the Director of the Undergraduate Program and the Department Chair of the failure.
- The student is no longer permitted to practice in the clinical setting upon notification of a clinical failure.
- The faculty member provides the student with written documentation of the clinical failure within five "working days" of the incident following verbal notification of the clinical failure.
- Written documentation includes:
 - Description of the incident(s) that constitute the breach, deficiencies and or practices leading to the clinical failure, or standards of practice violated.
 - Dates, times, places, and other evidence, as applicable.
- The faculty member reviews and dates the written documentation, and both the faculty and student sign the document. By signing the documentation, the student agrees that the document has been read and understood.
- If the student does not sign, the faculty member notes the student's refusal to sign and places the document in the student's file with a summary of the faculty member's student conference.
- The student receives the written clinical failure notice document by campus email or registered mail to his/her home address (should student notification require expedited processing).

- The student has five “business days” after receiving written notification of the clinical failure, to respond to the faculty member and Director of the Undergraduate Program if he/she disagrees with the clinical failure. The goal of the meeting is to promote resolution of any areas of disagreement.
- After one clinical failure, the student may petition the Undergraduate Program Committee to continue in the nursing program. The student, if allowed to continue, must complete a clinical refresher course during the semester prior to repetition of the failed course. The student must then repeat the entire failed course. Admission to the clinical course is based on space availability and other Departmental resources. Student will be placed in a theory refresher course while repeating clinical course.
- A clinical failure may result in dismissal from the nursing program (see Criteria for Dismissal).

E. Policies Related to Theory Failure

A theory failure is defined as a failure in a theory course to meet ethical, professional, or academic standards of the Department of Nursing and/or course.

Procedure for Theory Failure:

- A verbal or written warning may precede a theory failure. However, no previous warning is required if ethical or professional behaviors have occurred that constitute a serious departure from the standards of practice or violate certain CSUB University policies.
- The student is informed that she/he has failed when a faculty member determines that:
 - The student has violated ethical and/or professional standards OR
 - The student has not met the theory course objectives with a grade of C (73%) or better.
- The faculty member provides the student with written documentation of the theory failure within five working days of the incident or final grade calculation.
- Written documentation includes:
 - Description of the incident(s) that constitute the breach, or pattern of poor academic performance leading to the theory failure.
 - Dates, times, places, and other evidence, as applicable.
- The faculty member reviews and dates the written documentation, and both the faculty and student sign the document. By signing the documentation, the student agrees that the document has been read and understood.
- If the student does not sign, the faculty member notes the student’s refusal to sign and places the document in the student’s file with a summary of the faculty member-student conference.
- The student receives the written theory failure notice document by campus email or registered mail to his/her home address (should student notification require expedited processing).
- The Team Leader notifies the Director of the Undergraduate Program and the Department Chair of the failure.
- The student who disagrees with the theory failure presents, within five working days after receiving written notification of the theory failure, his/her views to the faculty member and Director of Undergraduate Program. The goal of the meeting is to promote resolution of any areas of disagreement.
- After one theory failure, the student may petition the Undergraduate Program Committee to progress in the nursing program. The student, if allowed to progress, must repeat the entire

failed course. Admission to the theory course is based on space availability and other Departmental resources.

- A theory failure may result in dismissal from the nursing program (see Criteria for Dismissal).

F. Dismissal from the Nursing Program

Behaviors identified as criteria for dismissal include:

- failure to meet ethical, professional, or clinical standards.
- failure of any two nursing courses.

The Chair of the Department of Nursing will:

- Apprise the student verbally of the decision for dismissal from the Nursing Program.
- Send a letter to the student concerning the dismissal.
- Hold an exit interview with the student.
 - The student is allowed to complete non-clinical nursing courses in which s/he is enrolled for that semester.
 - The student is not allowed to register for any future nursing courses.

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G. Policy on Drug and Alcohol Abuse

Clinical Attendance

The instructor will immediately excuse from the clinical area any student whose behavior indicates* that he/she is impaired due to the use of drugs and alcohol.

Please note that although cannabis may be legally used in the state of California, students may not test positive on a drug test. Cannabis is not considered legal at the Federal level and is regulated as a Schedule 1 drug; “defines as a drugs with no currently accepted medical use and high potential for abuse” (DEA, <https://www.dea.gov/druginfo/ds.shtml>).

The following procedure will be followed:

1. If drug or alcohol use is suspected, the student will be sent for a mandatory substance test at the student’s expense.
2. The student will be given a clinical warning and be referred to the Chair of the Department of Nursing.
3. The Chair will refer the student to the campus Student Counseling Center or to a therapist.
4. The student will be informed by the Chair that he/she will not be able to return to the clinical area until they have been assessed by an appropriate physician or therapist.
5. A letter will be required from the physician or therapist indicating the student is capable of performing safe nursing care.

6. Absence from clinical practice will be regarded as an unexcused absence.
7. If the period of time required for therapy and/or treatment is beyond the time to makeup missed clinical days and to successfully complete course objectives, it will then be necessary for the student to withdraw from the nursing program.
8. The student will be allowed to reapply for admission. At this time, the student will be required to present a current assessment letter from the physician or therapist indicating the student is able to perform safe nursing care.

*Such behavior would include inappropriate behavior for the situation and erroneous nursing judgment.

Class Attendance

The instructor will give an unexcused absence to any student from class whose behavior indicates that he/she is impaired due to the use of drugs or alcohol and who is interfering with the purpose of the class. The student will be counseled to make an appointment at the campus Student Counseling Center or with a physician or therapist. Please refer to the sections on Student Discipline and Privacy Rights of Students in Academic Records in the current University General Catalog

H. Student Grievance Process

California State University, Bakersfield offers students a process whereby they may grieve a grade or non-academic situation. Complaints and grievances are covered under the policy known as "Student Complaint and Grievance Procedures". Students may initiate a complaint or grievance against faculty, administrators, staff in admissions and records, financial aid, counseling, placement or other student services offices. The complaint and grievance may be filed if an individual or office has failed to comply with written campus policies or procedures.

Students should carefully read and follow the steps outlined for academic and non-academic complaints and grievances. Requests for formal resolution will not be accepted until the informal process has been exhausted. Incomplete Student Grievance Forms will not be accepted.

Information regarding this process can be found at the following site:

<https://www.csub.edu/academicprograms/Complaints%20and%20Grievances/>

Section V. Support Services/Student Organizations

A. Financial Aid

Financial Aid & Scholarships

Please make an effort to visit the CSUB Financial Aid & Scholarships home page at www.csub.edu/finaid. The home page provides detailed information about how to apply for financial aid as well as a description of the various types of financial aid including grants, loans, scholarships, tax credits, and work-study.

Scholarships for Disadvantaged Students (SDS)

This program is available for students admitted to the CSUB undergraduate nursing program from disadvantaged backgrounds who are enrolled as full-time students. If sufficient funds are available, undergraduate students who have demonstrated a commitment to pursuing a career in health professions may also be considered. Scholarship awards may cover tuition and required fees, books and supplies, and reasonable living expenses incurred while enrolled in school as a full-time student. Student candidates interested in being considered for the SDS program should contact the Office of Financial Aid & Scholarships at (661)654-3016 for additional information.

Special Scholarships

Various organizations make money available to student nurses who are in need of financial assistance. These scholarships usually defray the expenses of books, uniforms, and fees.

B. Special Scholarships Awarded by the Recruitment, Outreach, Scholarship, and Awards (ROSA) Committee

Procedures

1. Students will be given information about the availability of scholarships along with application forms at the beginning of the academic year, or when scholarship information becomes available.
2. The Financial Aid Office and the Dean's office will notify the ROSA committee when scholarships are ready to be awarded.
3. The ROSA Committee (in the nursing department) will select the recipients of scholarships and awards based on specified selection criteria from the financial aid office.
4. The ROSA Committee will notify students, nursing faculty, and appropriate administrative officials about their selection of recipients.

Criteria for scholarships to be given on the basis of academic excellence.

1. Grade point average of 3.0 or better, or as listed on the specific scholarship parameters.
2. Activities in the University or community which demonstrate leadership ability or an area of special achievement.

Criteria for scholarships to be given on the basis of financial need.

1. The financial aid office provides the ROSA committee with student information and EFC (Estimated Family Contribution), numbers based on FAFSA completion.
2. Minimal grade point average of 2.0, or as specified by the individual donor or agency.
3. Preference will be given to those students who work part time in order to attend college and who might benefit academically from a decreased workload.
4. Students receiving financial aid through grants and/or loans who would benefit financially from the scholarship will be given high priority.

C. Support Services and Resources

A number of support services and resources are available to all students at CSUB. The library provides regular orientation tours to acquaint students with the library services. Students can obtain textbooks and supplies from the Bookstore. The University Cafeteria and Student Union are available for meals and refreshments. The Children's Center provides daycare for children two to five years old.

Counseling services are available to students. In addition, testing services are available for national admissions tests, career, aptitude and personality tests, and English and math placement tests. Special services are available for [students with disabilities](#). The [Student Health Services](#) provides on-campus healthcare. A centralized placement service is maintained through the [Center for Community Engagement and Career Education](#). Students needing tutorial assistance can contact the [Tutoring Center](#).

D. California Nursing Student Association (CNSA)

The California Nursing Student Association (CNSA) at CSUB is one of the fifty state constituent units of the National Student Nurses Association (NSNA). CNSA at CSUB is open to any currently enrolled nursing student at CSUB. NSNA membership is open to nursing students or pre-nursing students in any state-approved program preparing for registered nurse licensure, or registered nurses in a program leading to a baccalaureate in nursing. Nursing students in generic masters and doctoral program may also join NSNA. CSUB nursing students are strongly encouraged to join both CNSA and NSNA to take full advantage of the opportunities available.

As a student nurse you are preparing to be one of the future leaders of the nursing profession. CNSA and NSNA are more than just associations to be a member of, for they offer the opportunity to really belong by taking part in the challenging and exciting field of nursing. It will also be a learning experience with an introduction to your future role expectations. Through membership and participation you can develop the skills necessary for leadership and decision making by having the experience of voting, running for office, and participating in activities, plans, and programs. For students entering the nursing field, CNSA will offer the opportunity to meet and exchange ideas with other student nurses and to work together to reach common goals.

As with any association the new knowledge and awareness the individual acquires from membership is directly related to the degree of participation within the association. Those students who have accepted the challenge have found that membership has given them a gratifying and valuable experience which has contributed to their individual professional growth.

For more information on CNSA please visit their website at: <https://www.cnsa.org/>