Introduction ________________________________________________________________ 2
University And Program Overview _____________________________________________ 3
Mission Statement ___________________________________________________________ 4
Philosophy ___________________________________________________________________ 5
Nine Foundational Concepts to Organize the Curriculum ___________________________ 6-7
Terminal Objectives __________________________________________________________________________ 8-9
Program Level Objectives ___________________________________________________________________ 10-11
Admission Requirements ___________________________________________________________ 12-13
Curriculum ___________________________________________________________________________ 14
Policies _____________________________________________________________________________ 15-32
Nursing Faculty & Staff ________________________________ 33
Appendices ________________________________________________________________ 34-58

APPENDICES
APPENDIX 1: MSN FNP Comprehensive Clinical Simulated Exam
APPENDIX 2: Nursing Department Petition
APPENDIX 3: Policy for students practicing procedures on each other
APPENDIX 4: ATI Policy
APPENDIX 5: Policy for Students to View or Copy Information from Department File
APPENDIX 6: Policy for Influenza Vaccination or Declination for Students and Faculty
APPENDIX 7: Graduate Students Seeking Preceptorship Residencies
APPENDIX 8: Tuberculosis Chest X-Ray Questionnaire
APPENDIX 9: Policy on Professional and Safe Practice
APPENDIX 10: Policy on Social Media
APPENDIX 11: Policy on Students Essential Abilities
APPENDIX 12: Background and Drug Screening
APPENDIX 13: Policy on Clinical Performance Notification
APPENDIX 14: POLICY for Intravenous (IV) push medication therapy and flushing PICC lines
(Third and fourth semester pre-licensure students only)
Introduction

Welcome to the Sonoma State University Nursing Department. The purpose of this Handbook is to inform students about the nursing programs and specific policies and procedures of the Department, University, and the Board of Registered Nursing. The guidelines/policies are effective for the current academic year. You should check the Department’s website (http://www.sonoma.edu/nursing) and your sonoma.edu e-mail frequently for news and policy updates.

The curriculum prepares nurses to think critically and exercise leadership in planning, implementing, and evaluating nursing care. Students and faculty work closely together to choose clinical experiences that meet the interests of the student, fulfill the objectives of the course, and meet the needs of the community.

Sonoma State University's nursing programs are approved by the California State Board of Registered Nursing and accredited by the Accreditation Commission for Education in Nursing 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326.

We welcome you to the Sonoma State University Nursing Program and hope that your experience and education will be personally and professionally rewarding.
University and Program Overview

The California State Legislature established Sonoma State University in 1960 as Sonoma State College. The college has grown steadily since its conception in developing academic programs based on traditional liberal arts and sciences as well as career and professional programs and emphasizing close student-faculty interactions. The college moved to its present 220-acre site in 1966. New facilities and extensive landscaping have made this one of the most attractive, modern, and well-equipped campuses in the state. In 1978, university status was granted, and the name was changed to Sonoma State University.

The university now enrolls approximately over 9000 students and offers 46 bachelor's degrees, 15 master's degrees, and 9 credential programs. The Western Association of Schools and Colleges regionally accredit the university.

The Department of Nursing became a part of the university as a response to the service area's interest in a baccalaureate-nursing program at Sonoma State. In spring of 1971, plans were made to initiate a bachelor's program in nursing, and Dr. Mary Searight was recruited as chairperson. The proposal to initiate an upper division nursing major for registered nurses who had an associate degree or its equivalent was made by the chair at her first meeting with university officials. The Second Step program was developed with the primary purpose of providing a two-year upper division-nursing program for registered nurses, which articulates with junior college nursing programs. In fall 1972, the first class was admitted. The first class graduated in 1974, and the program received its initial accreditation from the National League for Nursing the same year.

The program has served as a model for other upper division RN programs (also known as “RN to BSN”, “second step”, “bridge”, or “post-licensure”). The faculty wrote a book, The Second Step: Baccalaureate Education for Registered Nurses, (1976, Mary Searight, ed.), describing various facets of their experience in second step education. The department became a nationally recognized leader in second step education through major research and demonstration projects, such as Demonstration Study of a Second Step Program, HEW Special Project Grant, 1975-78; Researching Second Step Education, First Annual Conference, supported by HEW Special Projects Grant, 1980; and Second Annual Conference Researching Second Step Education, HEW, 1981.

The program experienced phenomenal growth until the mid 1980s when undergraduate enrollment leveled off and then declined throughout the country. Enrollment in the baccalaureate program fluctuated for the next few years, and the department turned to development of graduate education. A Master's program with Family Nurse Practitioner specialization was developed in 1984. A second Master's option in Nursing Administration was begun in 1988 and has developed into a Nursing Leadership and Management program with tracks in Administration and Education that was discontinued in 2013 and replaced by a partnership with CSU Chico to offer tracks in Nursing Education and Nursing Administration.

Concurrently with the graduate nursing program development, the Department of Nursing began to explore the creation of a pre-licensure baccalaureate program option that would articulate with the established upper division RN to BSN program. The local community was very supportive of the Department of Nursing developing a pre-licensure baccalaureate program and in the fall of 1994 the department admitted the first class of students who completed their BSN and curriculum for RN licensure simultaneously. The first class graduated in May 1998 and was successful on the RN licensing exam and in obtaining employment in the health care field.
Mission Statement

Sonoma State University’s mission (U) is reflected in the Department of Nursing’s (N) commitment to:

- N: Providing a foundation for lifelong professional learning
  U: Have a foundation for lifelong learning

- N: Practicing nursing within a broad cultural perspective
  U: Have a broad cultural perspective

- N: Affirming intellectual and aesthetic achievements as part of the human experience
  U: Have a keen appreciation of intellectual and aesthetic achievements

- N: Developing professional leadership and active citizenship.
  U: Will be leaders and active citizens

- N: Fostering flexibility and resilience for a career in nursing within a dynamic world
  U: Are capable of pursuing fulfilling careers in a changing world

- N: Contributing to the health and well-being of the community within a perspective of the world at large
  U: Are concerned with contributing to the health and well-being of the world at large
Philosophy

The philosophical foundation of the SSU Department of Nursing is based upon Humanistic Nursing Theory (HMT) (Paterson & Zderad, 1988). Departmental values are based in HMT from which faculty tailor curriculum and pedagogical methods. HMT is a multi-dimensional metatheory centered on the essence of nursing, the nurse client (individual, family, community, organization) interaction, providing an inclusive bridge from theory to practice. The Department of Nursing recognizes nursing as a nurturing response, based upon a blend of art and science, occurring within a subjective and objective environment with the aim of developing the wellbeing of both nurse and client (client as individuals, families, communities and organizations). Consistent with HMT is the consideration of students as unique individuals with varied ethnic and cultural backgrounds, learning styles and goals. Therefore, the following philosophical statements structure the Department of Nursing curriculum and policy.

1. Nursing centers on shared experiences and these interactions hold client nurse potentials for achieving growth, development and greater well-being.

2. Fulfilling health potentials for the client and nurse is the outcome of choices and the mutually determined inter-subjective relating of those involved.

3. Humans have a basic need for being heard and affirmed. All nursing actions have the potential for being humanizing.

4. Humans have an “all at once” or gestalt existence including perceptions of the past, hopes, fears, environment and future. This inherent wholeness cannot authentically be reduced to separate needs, pathologies, cultures and parts.

5. The nurse must be aware of what he/she individually holds as truth so assumptions, preconceived ideas and expectations do not interfere with understanding the client’s perceptions of the experience.

6. Nurses perceive clients scientifically and intuitively through synthesis of subjective and objective accumulated knowledge.

7. Nurse client interactions are mutually dynamic in that they organize diverse data to create something new.

8. Nurses are members of an interrelated nursing community and a global community with obligations to each to promote a greater well-being.
Nine Foundational Concepts to Organize the Curriculum

Nine concepts are identified to serve as a foundation from which to implement the philosophy of the Sonoma State University Department of Nursing and guide for meeting the terminal objectives. These concepts are: caring, critical thinking, communication, advocacy/social justice, teaching, learning, professionalism, leadership, research, and cultural competency. The faculty value the goal of the Quality and Safety Education for Nurses (QSEN) project and connect specific language of the QSEN Competencies with select concepts to emphasize the relationship to the curriculum.

Within these 9 organizing concepts reside six critical competencies identified in the QSEN project. The faculty values the QSEN goal to prepare future nurses with the knowledge, skills, and attitudes (KSA’s) necessary to continuously improve the quality and safety of the healthcare systems within which they work. There we have connected the specific QSEN language for each of the six competencies to its related department philosophical concept, thus emphasizing its relationship to the curriculum.

1. **Human caring** is the core of the inter-subjective relationship between the client and the nurse. Caring encompasses nurturing thoughts and behaviors that support the fulfillment of client and nurse health potentials and the outcome of choices. Caring is manifest in compassion, empathy, respect, and presence. Caring occurs through sharing and relating with clients, families, professional colleagues and other health care providers within a local and global perspective. Supported by philosophical statements 1,4.

   **Supportive QSEN Competency 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.

2. **Critical thinking** is essential for the practice of nursing. Philosophical statements 1,2,5,7 support the following definition.

   The ideal critical thinker is habitually inquisitive, well-informed, trustful of reason, open-minded, flexible, fair-minded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit. (Facione, 1990, p3)

   **Supportive QSEN Competency Quality Improvement:**
   Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of healthcare systems.

3. **Communication** is the vehicle for inter-subjective relating between client, nurse and the greater community that fulfills health potentials. Communication requires scientific and intuitive perceptions to support an exchange in which the client is heard and affirmed. Communication in nursing is a dialogue in which meeting, relating, presence; a call and response are essential (Paterson and Zderad, 1976, 1988). Philosophical statements 1,2,3,5,7

   **Supportive QSEN Competency Informatics:** Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

4. **Advocacy/Social Justice** is the spiritual and ethical determination of beneficence for the client, for the self and the profession. Advocacy acknowledges uniqueness and diversity and requires free choice, self-determination and self-responsibility. Social justice acknowledges just ways of care in accordance with ethical nursing practice. Philosophical statements 1,3,5,8.
5. **Teaching** is a system of directed and deliberate actions that are intended to result in learning. Learning is self-active and results in a personal change mediated by an experience. The teaching-learning process is a complex, cooperative and personal relationship. Philosophical statements 1,2,5,6,7,8.

6. **Professionalism** in nursing is the embodiment of the art and science of nursing. Professionalism is a process of self-transformation, which includes integrity, intellectual awareness, and commitment to the well being of client and self. Philosophical statements 1,3,4,6,8.

   **Supportive QSEN Competency Safety:** Minimize risk of harm to patients and providers through both system effectiveness ad individual performances.

7. **Leadership** is the ability to influence change and is guided by vision and commitment to the well being of the client as an individual, group or organization. Leadership is an active state in which the nurse is fully present in actualizing inter-subjective choices. Philosophical statements 1,8.

   **Supportive QSEN Competency Teamwork and Collaboration:**
   Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

8. **Research** is a scholarly process of acquiring knowledge essential to provide evidence and theory based practice. Scholarship includes the critique and management of information and thoughtful participation in inquiry. Philosophical statements 1,6,8.

   **Supportive QSEN Competency Evidenced Based Practice:**
   Integrate best current evidence with clinical expertise and patient/family preferences and values for the delivery of healthcare.

9. **Cultural Competency** encompasses diverse populations of clients who need culturally sensitive care by healthcare providers. This care values and respects diversity and individual differences and treats clients as unique individuals. Philosophical statements 1,3,4,5,6.
Terminal Objectives

Defining characteristics differentiating the BSN and MSN graduate follows each terminal objective

These concepts are: caring, critical thinking, communication, advocacy/social justice, teaching, learning, professionalism, leadership, research and cultural competency.

The graduate of Sonoma State University Department of Nursing programs will:

1. Develop inter-subjective nurturing relationships that support the fulfillment of potential of client and nurse. (Caring)
   - BSN – Demonstrate the integration of respect for human diversity, social justice and self in the nursing role
   - MSN – Initiate policy and practices that demonstrate the integration of respect and social justice that consider the client, the profession and nurse

2. Make informed choices through critical analysis that promote nurse/client well-being. (Critical Thinking)
   - BSN – Participate in initiatives that support health promotion and disease prevention.
   - MSN – Create and implement initiatives that support health promotion and disease prevention.

3. Demonstrate humanizing interactions that are grounded in the integration of the art (subjective) and science (objective) of nursing. (Communication)
   - BSN – Communicate within a team framework to promote optimal client outcomes.
   - MSN – Create a collaborative milieu in dialogue with nurses and other health care professionals to promote team decision making.

4. Exemplify moral and ethical professional standards within a framework of equitable care. (Advocacy/social justice)
   - BSN – Delineate ethical principles on which to base practice decisions
   - MSN – Advocate for the nursing profession, the organization and the global community.

5. Develop directed and deliberate actions for self and clients intended to result in learning. (Teaching/Learning)
   - BSN – Demonstrate the role of the nurse in specific, client centered teaching.
   - MSN – Implement curriculum for client and professional centered education and present evidenced based protocols for client and staff centered education,

6. Continue the process of self-transformation in the profession of nursing and in the world community. (Professionalism)
   - BSN – Commit to life long learning and participation in the profession.
   - MSN – Contribute to the development of organizations and the advancement of the profession.

7. Actualize inter-subjective choices guided by vision and commitment to the wellbeing of the client. (Leadership)
8. Acquire knowledge to support theory and evidenced based practice. (Research)

    BSN - Demonstrate the use of theoretical foundations of nursing and engagement in scholarship to guide clinical practice
    MSN - Integrate the science of nursing, advanced knowledge and practice excellence to actualize the professional roles associated with in area of role focus.

9. Promote cultural sensitivity and cultural competent care that respects each individuals rights to be understood as a unique individual. (Culturally competent)

    BSN - Demonstrate respect for the unique care of clients in all aspects of the nurse client relationship
    MSN - Identify and initiate changes related to system health care inequities of client populations
PROGRAM LEVEL OBJECTIVES

**Baccalaureate**
The baccalaureate graduate incorporates concepts from nursing knowledge, humanities, and sciences to assist individual clients, groups, and communities to attain and/or maintain an optimal level of wellness.

The baccalaureate senior student integrates concepts from nursing knowledge, humanities and sciences to assist individual clients and families at various developmental levels to attain and/or maintain an optimal level of wellness.

The baccalaureate junior student utilizes concepts from nursing knowledge, humanities, and sciences to assist adult clients in structured settings to attain and/or maintain an optimal level of wellness.

**MSN and Post-Masters – Family Nurse Practitioner**
In addition to the departmental nursing terminal objectives, the Family Nurse Practitioner program prepares students to be competent practitioners in the following categories or areas of practice as defined by the National Organization of Nurse Practitioner Faculty (NONPF):

1. Health Promotion, Health Protection, Disease Prevention, and Treatment: Makes informed choices through critical analysis that promote optimal well-being in clients and self (NONPF FNP I; Core 1, 2, 3)
   - Accurate assessment and documentation of health status
   - Utilize critical thinking, differential diagnosis and integrates and interprets various forms of data to diagnose health status
   - Develop a plan of care and treatment that recognizes the client’s uniqueness and supports the fulfillment of potentials and well-being

2. Nurse Practitioner-Patient Relationships with clients: Develop inter-subjective nurturing relationships with clients that foster therapeutic outcomes (NONPF FNP II; Core 1)
   - Assist individuals and families with ethical issues in balancing differing needs, age-related transition, illness, or health among family members

3. Teaching-Coaching: Develop directed and deliberate actions for self and clients intended to result in learning and well-being (NONPF III; Core, 2, 5, 7) Promote of client education and self-care
   - Elicit information that supports the client in making informed choices
   - Possess knowledge and skill in addressing sensitive topics

4. Professional Role: Continues the process of self-transformation and is comfortable in exemplifying moral and ethical professional standards (NONPF IV; Core 4, 6)
   - Demonstrate a practice commitment to care of whole family
   - Recognize and value participation in community and professional organizations that influence the health of clients and supports the FNP role.

5. Managing and Negotiating Health Care Delivery Systems and Ensuring the Quality of Health Care Practice: (NONPF V, VII; Core 4, 8)
Accept responsibility in maintaining current knowledge of State and Federal regulations and programs for family health.

Act as an advocates for families in negotiating the multiple systems and programs

Maintain standards that are moral, ethical and legal in caring for clients

Acquire and maintains knowledge to support theory and evidence-based practice

6. Cultural Competence: Develop inter-subjective nurturing relationships that support the fulfillment of client potentials (NONPF VIII, Core 1)

Develop and applies a process for assessing beliefs and preferences and takes this uniqueness of person into account when planning and delivering care
Admission Requirements

Baccalaureate
The undergraduate-nursing program provides two options to obtain a baccalaureate degree in nursing:
1. A pre-licensure program option that prepares students to become licensed registered nurses
2. A post-licensure program option for licensed R.N.s with associate degrees or the equivalent.

Pre-Nursing Admission - student takes the prerequisite courses for the nursing program
1. Standard SSU admission criteria
2. High school or college level chemistry and biology with a GPA of 3.00 (B) or better.
3. Overall high school or college GPA of 3.0 or better
4. Index score of 3800 or better, or ACT score of 916 or better

Pre-Licensure Admission - the student is admitted on a competitive basis to take the courses required for R.N. licensure and complete the Bachelor of Science in nursing degree
1. Overall GPA of 3.0 or higher
2. Transcript verification of completion of GE categories A (Written and Oral Analysis, Fundamentals of Communication, and Critical Thinking) and B (Natural Sciences and Mathematics [Statistics required for Nursing]).
3. GPA of 3.00 or better in prerequisite science courses: BIOL 220, 218, 224, and CHEM 105 or equivalent.
4. Results of the Test of Essential Academic Skills (TEAS).
5. Certified Nurse Assistant licensure
6. Essay (criteria available from the Department of Nursing).

LVN 30-Unit Option
On a space available basis, LVNs can enter the pre-licensure program to complete the courses required for an RN license. To qualify for this option, students must:
1. hold current, clear California licensure as an LVN
2. have completed 4 units of physiology with a lab and 4 units of microbiology with a lab with grades of B or better

It is emphasized that students can only be admitted to the 30-unit option if there is space available in the Pre-Licensure program.

Post-licensure Admission Requirements
Sonoma State University’s baccalaureate program also offers an upper-division option designed to articulate with community college Associate Degree Nursing (ADN) programs for students to obtain a Bachelor of Science degree. Admission requirements are:
1. Standard SSU admission criteria.
2. Current California licensure as a Registered Nurse. (Recent ADN graduates who have not received California R.N. licensure but who otherwise meet program prerequisites will be accepted on a conditional basis pending NCLEX results. Failure to pass NCLEX disqualifies the student from the nursing major – but not from the University – until such time as a passing score is obtained.)
3. *Sixty semester units of college-transferable credit: 30 units should meet California State University general education requirements, including Areas A (English Composition, Speech, and Critical Thinking) and B4 (Statistics required); 30 units must be credit for lower-division nursing course work. R.N.-B.S.N. applicants may be admitted to SSU and the Nursing program without having yet completed Critical Thinking and/or Statistics.
4. Minimum of 3 semester units of college-transferable credit in general chemistry with a grade C or better.
5. Human anatomy and physiology within the past 10 years or direct clinical nursing experience within the past two years.

*R.N.s who have attended a hospital (diploma) program should contact a community college with an R.N. program to obtain equivalent credit for their diploma program (30 ungraded lower-division nursing units) and to complete the community college’s general education requirements for an A.A. degree prior to applying to SSU’s RN to BSN program.
Graduate Program
The Department offers a Master of Science in Nursing degree with the Family Nurse Practitioner option;

Admission Status for Graduate Students

Conditionally Classified Graduate Status
Students eligible for admission to SSU as conditionally classified students have deficiencies in prerequisite preparation that, in the opinion of the graduate department, can be met by specified additional preparation. At the time of admission to conditionally classified standing, the student will be told exactly what conditions must be met before fully classified standing can be attained. The student is usually expected to complete the conditions before or during their first year. Students are to present proof of completion of the condition met to their Program Coordinator with a request to be changed to classified standing.

Classified Graduate Status
Students who have met all standards for admission to a particular graduate degree program and who have been recommended for admission by the department will be placed in classified graduate standing. Only those applicants who show promise of success will be admitted to graduate degree curricula and only those who continue to demonstrate a satisfactory level of scholastic competence will be eligible to proceed in such curricula.

• Family Nurse Practitioner
  1. B.S.N. degree
  2. GPA of 3.00 in the last two years (60 units) of undergraduate or post-graduate study.
  3. Current California licensure as a registered nurse.
  4. Completion of statistics
  5. Two years full-time experience as an R.N. preferred.
  6. Essay

• Pathways Option (space available basis)
  For RNs with a bachelor’s degree in a field other than Nursing, a Pathways program is available which prepares the student for admission to one of the MSN specialty options.
  1. California RN licensure
  2. Bachelor’s degree in a field other than Nursing
  3. GPA of 3.0 or higher in last 60 units
  4. Completion of statistics
  5. Two years full-time experience as an R.N. preferred.
  6. Essay

CERTIFICATE PROGRAMS

Post-MSN Family Nurse Practitioner Certificate
The FNP Certificate Option is a 36-unit course of study designed for Registered Nurses who hold a master’s degree in nursing who wish to become family nurse practitioners. Applicants must meet the following minimum criteria:

  1. Master of Science in Nursing
  2. R.N., licensed in California
  3. Two years experience as an R.N. preferred
  4. Overall Grade Point Average of 3.0 in graduate program coursework
CURRICULUM
1 lecture unit = 50 min of class time 1 lab unit = 2 hours and 30 minutes of lab/clinical time

UNDERGRADUATE
Please note the curriculum shown below is the Nursing major only. To earn a bachelors degree, the student must also meet the University degree requirements (please see the SSU catalog.

PRE-NURSING
The current pre-nursing curriculum may be found at http://www.sonoma.edu/nursing/undergrad.shtml. Pre-nursing students will also have a review during on campus sessions posted each semester on the nursing website at www.sonoma.edu/nursing.

PRE-LICENSED BSN COURSE PROGRESSION
The current pre-licensure curriculum may be found at http://www.sonoma.edu/nursing/undergrad.shtml.

POST LICENCEURE COURSE PROGRESSION
The current post licensure curriculum may be found at http://www.sonoma.edu/nursing/undergrad.shtml.

30 UNIT OPTION FOR LVNs COURSE PROGRESSION
The current 30 unit option for licensed vocational nurses curriculum may be found at http://www.sonoma.edu/nursing/undergrad.shtml.

GRADUATE

Family Nurse Practitioner
The current Family Nurse Practitioner Program curriculum may be found at http://www.sonoma.edu/nursing/fnpp/curriculum.html
POLICIES AND PROCEDURES

Advising University Advising Policy
The advising process depends on the thoughtful participation of the student. Students must:
- Know and meet graduation requirements contained in the appropriate catalog, class schedules, and other University publications
- Maintain their own personal academic advising folders in portfolio and take them to every advising appointment
- Make every reasonable effort to obtain adequate advising each semester

Program Advising
Faculty advisors are resource persons and advocates for the students. Faculty advisors assist students in planning their course of study and provide academic counsel throughout their program. The academic advisor reviews with the student his or her progress in the nursing program and advises the student about strategies to complete degree requirements for graduation. Refer to the listing below for your assigned advisor. Department of nursing student academic folders are securely kept in the nursing office and can only be obtained by nursing faculty and staff members. Academic advising will be documented in the student folders during individual or group advising sessions.

Although faculty advisors assist with planning student progression, students are responsible for fulfilling admission requirements, removing Incomplete (I) grades or unacceptable grades (C- or lower in major courses), submitting appropriate petitions, and meeting graduation requirements, as defined by the Department and the University.

Undergraduate group advising times are scheduled each semester and the dates, times and locations are posted on the Nursing Department Website. Students are encouraged to attend these scheduled advising meetings. If individual advising is needed, faculty advisors post their office hours on their office doors and students may contact them directly for an appointment.

Undergraduate Program Advisors
Pre-Nursing     Deborah A Roberts 664-2945 robertde@sonoma.edu
Pre-licensure   Jeanette Koshar 664-2649 jeanette.koshar@sonoma.edu
Pre-licensure   Michelle Kelly   664-2464 kelmiche@sonoma.edu
LVN 30 unit option Deborah A. Roberts 664-2466 robertde@sonoma.edu
Post licensure BSN Deb Kindy 664-2438 deb.kindy@sonoma.edu
Post licensure BSN Liz Close 664-2654 liz.close@sonoma.edu

Graduate Program Advisors
Family Nurse Practitioner Wendy Smith 664-2276 wendy.smith@sonoma.edu
Family Nurse Practitioner Mary Ellen Wilkosz 664-2297 wilkosz@sonoma.edu

APA Format - Papers will be written in the formatting style of the American Psychological Association. All students are required to adhere to the Publication Manual of the American Psychological Association and follow current APA guidelines when writing papers.

Attendance Classroom - Class attendance in lecture and seminar courses is a professional expectation. Prompt arrival and appropriate departure are also expected. Students who miss class are responsible for content and information provided during the class. Check individual course syllabi for class participation requirements.
On-Line Courses
Class attendance in an online course is considered in terms of assignment postings and due dates. Missed postings and assignments are the same as missing classes. Assignments postings and online exams are not excused. All must be completed. Arrangements to complete late assignments are individually determined by the instructor. It is important for the student to assume responsibility for maintaining close communication with the course instructor when tardiness or absenteeism occurs. Review information in each syllabus for missed or late assignments.

Attendance in Clinical Courses Student Illness: The student should not provide care to patients if he/she has symptoms of or is aware of an contagious illness or infection. Absence due to illness must be reported prior to the beginning of a clinical assignment according to the course and agency policies.

Tardiness: It is imperative that students arrive promptly for clinical activities. If a student is late, he/she risks the possibility of being dismissed from that clinical session. Tardiness in more than one instance may result in development of a behavioral contract.

Attendance in Clinical Courses: Pre-Licensure & LVN 30 unit Option Programs
The policy regarding clinical experience includes:
A. All clinical experiences are mandatory including clinical skills lab.
B. The student must be prepared, dressed appropriately and on time.
C. In the event of tardiness and absence the student must notify the appropriate individual(s) as indicated in the course syllabus prior to the time clinical begins.
D. In the event of tardiness and absence without notification more than once in the semester, the student will receive an F for the course and not be permitted to continue in the clinical experience.
E. Makeup opportunities are available to students who have notified the appropriate individual(s) prior to the absence.

The following make up opportunities are available in the event of clinical absences with notification. Once makeup clinical time is completed students are considered in good standing in the course and program and may continue.

A. One missed clinical session with notification: Written case study to equal the clock hours of missed clinical time and/or simulation experience scheduled and arranged by faulty.
B. Two missed clinical sessions with notification: Receive an Incomplete for the course. Enroll in Intersession or Summer Session* to complete the two missed clinical days.
C. Three missed clinical sessions with notification. Petition the nursing faculty for permission to receive an Incomplete for the course and to enroll in Intersession or Summer Session to complete the missed clinical time.
   a. Petition must include reasons for missing the clinical sessions, self assessment of academic and clinical standing and goals for completion of the missed clinical time.
      i. Petition approval – Enroll in Intersession or Summer Session.
      ii. Petition denial – Receive an F in the course. Petition for readmission to the program and re-enrolling in the failed course the next time it is offered. Continuance in the program is denied until the failed course is completed satisfactorily.

The Department Chair will determine the Intersession or Summer Session assignment.

Attendance in Clinical Courses: Family Nurse Practitioner
Absences are to be made up in real time equivalent assignments/clinical to time absent. The student must contact faculty of record or clinical faculty who will also determine when too much time has been missed to
allow for successful completion of the course objectives. The director will review and make recommendations.

Client Safety
If, during enrollment in a clinical nursing course, a student's performance presents a potential harm to the welfare of clients, the faculty will determine, on the basis of oral and/or written documentation, whether or not the student will be permitted to continue in the course. If the student’s performance presents an immediate potential harm to clients or self, program faculty and/or preceptors have the responsibility to immediately remove the student from the clinical environment. (Appendix 9)

Clinical Skills Laboratory
The Clinical Skills Laboratory is located in Nichols 149. Many programs and students share the lab space. Please be respectful of space, equipment, safety and confidentiality of fellow students. Equipment is to stay in the lab unless specifically arranged with faculty. Students use the lab for many skills as well as the FNP Health Maintenance Center. Students will be practicing numerous skills in the lab with simulated as well as real practice. Keep in mind your safety and the safety of others is our primary responsibility in all cases. Review and sign the practice policy prior to arriving to your first skills lab. (Appendix 6)

Communication
sonoma.edu e-mail: Communications from the Nursing Department will be sent to all nursing students via their official university email address. Instructions and deadlines are announced through this e-mail communication and it is the student’s responsibility to check the e-mail frequently. Webmail can be accessed through Sonoma On-Line Login on the University website, https://login.sonoma.edu

Communication Folders:
Communication folders are for each student in the nursing program (graduate and undergraduate). These are located in the Department mailroom (Nichols 265) in two-drawer files. Instructors will use these folders to return papers, leave notes, and respond to your hard-copy communications. The department, your faculty and classmates may place some [non-electronic] communications to you in the file. Please check your communication folder frequently but do not remove it from its location in the file drawer.

Student Records and Files:
The Department of Nursing will maintain a file in the office for each student in all nursing majors. These files will be maintained and monitored by the faculty and staff of the department of nursing only. The files will remain in a locked security cabinet when not specifically in use by faculty. Should a student need to review or copy any item in this file they are required to make an appointment with their advisor and review the file in their advisors office only. Students need to maintain their own file of grades, immunization records, clinical evaluations, etc. The Department Office staff is not permitted to copy items from your file for you. Files are not to be removed from the department and will be maintained by the department for five years after graduation at which time all documents in the file will be shredded. (Appendix 5)

Updating your address/phone: Your academic folder needs to reflect your current address, last name change, phone and personal e-mail address at all times. Please send an email to www.nursing@sonoma.edu to inform us of any changes. You also need to update address and phone changes with the University through your PeopleSoft account (Self Service – Campus Personal Information).

Internet sites: Much of the information a student will need is available through Sonoma State University’s home page on the Internet (www.sonoma.edu) as well as SSU Nursing’s home page (www.sonoma.edu/nursing). It is the student's responsibility to obtain and be knowledgeable about
University and program requirements.

Computer Requirements
Nursing courses use a wide variety of distributive education strategies to facilitate your learning. The Instructional Technology department is a valuable resource for you to identify home computer needs and to solve a variety of problems as you incorporate informatics into your repertoire of scholarly activities. You may use computers on campus to facilitate your learning in a variety of campus labs or, if you choose to use your home computer you will have the best results if you:

- Ensure that you have a computer with a fast Internet connection.
- Ensure that you have a web browser that works with our version of Moodle.

If you have questions about setting up your computer, review the Information Technology website at http://www.sonoma.edu/it/ and/or call 664-HELP.

Confidentiality of Patient Information
In order to comply with HIPAA confidentiality regulations, clients must not be described in any identifiable way. Do not use initials, exact descriptions, or locations in journals or care plans either in paper documents on on-line assignments. Use only generalities so that no client can be explicitly recognized. Sonoma State University students and faculty must comply with the confidentiality requirements that our partner clinical agencies are mandated to follow.

An inappropriate patient care description might be, "D.E., a Vietnamese manicurist in northeast Santa Rosa, has been diagnosed with positive tuberculosis. "This type of description cannot be used. A more general description, in which the patient cannot be identified, would be, "Miss X, a service worker in Sonoma County, is positive for tuberculosis."

References to patients, patient data or clinical experiences involving patients or family members are not allowed in any social networking environment. Use of cell phones and other electronic devices in the clinical setting are deemed appropriate only by your individual clinical faculty prior to any clinical rotation.

Careful consideration must also be given to the location of any discussions on patients and their families. Classroom, post conference and lab settings may be used for such discussions as a learning tool. Cafeteria, lunch or dinner conversations on or off site are not appropriate and would be considered a violation of patient and family confidentiality.

Failure to comply with strict confidentiality of all patient and patient family information could result in failure of a course and dismissal from the program.

Continuing Education Units
For students who hold California RN licensure, SSU is approved by the BRN to provide continuing education units. One semester unit of an SSU nursing course equals 15 contact hours (15 CEUs). (example: a two-unit nursing course = 30 contact hours, which fulfills the biannual licensure renewal requirement for continuing professional education in California).

SSU’s Continuing Education BRN provider number is 00369. Your official University transcript serves as verification of your coursework. Certificates will not be issued to you.

Contractual Agreements
The University maintains contracts with clinical agencies in which students are placed for clinical learning.
experiences. As part of these contracts, students have the responsibility, for the safety of the patients, themselves and the faculty. The DON utilizes Certified Background to maintain health and safety requirements for these contracts.

Course Challenge
A student may earn credit for a course at SSU by successfully completing a course challenge examination. Only courses that are listed in the University catalog for which the student has not received prior credit may be challenged.

Students should read the course syllabus, requirements and objectives before making the decision to challenge the course. After reviewing these, the student should contact the instructor of record to further discuss the challenge examination process and develop a plan for the challenge. This plan must be documented on a Nursing Department Petition, signed by the instructor. The instructor will present this petition to the appropriate program director for approval.

The student enrolls in the course and receives a grade at the end of the semester, based on the challenge. Should the student fail to meet the course challenge requirement, they may elect to remain enrolled in and complete the course or may withdraw from the course for the semester.

Course Equivalency
A student who believes they have taken a course that is equivalent to one in SSU’s curriculum may petition for approval of equivalency on a Nursing Department petition form. Evidence of completion of the course at another institution and a course description must be submitted with the petition. The petition is presented to the appropriate program director for approval.

Culminating Experience for Family Nurse Practitioner Program Comprehensive Clinical Simulated Exam (see appendix 1)
FNP students will take the Clinical Simulated Exam (CSE), also known as the Objective Simulated Clinical Exam (OSCE), to satisfy the culminating experience requirement. The CSE will be based on a standardized client and will simulate a clinical encounter with a client. There are three major parts to the exam.

Part I. Ability to gather subjective and objective data from client
Part II. Ability to provide a logical assessment and plan for a client
Part III. Ability to apply theoretical principles to client care

Grading Procedure: Students must pass each section to successfully complete the entire culminating exam. Grading will be based on a percentage that will be translated into a "pass/fail" grade.

DISABILITY SERVICES
“If you are a student with a disability and you think you may require accommodation you must register with the campus office of Disabled Student Services, in Salazar Hall, 1049, phone 42677. DSS will provide you with written confirmation of your verified disability and authorized commended accommodations. This authorization must be presented to the instructor before any accommodations can be made.” Ruthann Daniel-Harteis of Disability Student Services, Feb. 10, 2003. Students with documented disabilities are encouraged to speak with faculty to arrange any needed accommodations during the first two weeks of the semester. (see Appendix 11)
DRESS AND IDENTIFICATION  Hospital Clinical Rotations

Pre-licensure BSN students must purchase a standard nursing uniform as outlined in the uniform policy below. The required SSU uniform will be worn during all hospital clinical rotations. Students will also purchase the Department identification badge and patch, which must be worn on the uniform. The patch will be worn on the left sleeve. Standard white nursing or white athletic shoes are acceptable for the hospital clinical rotations.

Acute Care Uniform Policy

Students are required to wear full school uniforms to all acute care experiences. Uniforms may be purchased at any store or site offering the following brands and colors. Brands not listed below do offer the color choice specific to Sonoma State. If you are unsure of the colors/brand please discuss your uniform choice with your clinical faculty PRIOR to purchase. If the color you purchase without prior approval is incorrect you will be asked to purchase the correct uniform for the program. In some cases a lab coat will be required. Lab coats are to be white with the Sonoma State emblem patch applied to the left upper sleeve.

<table>
<thead>
<tr>
<th>Uniform Brand</th>
<th>Designated Brand Color Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dickies</td>
<td>Royal Blue</td>
</tr>
<tr>
<td>Landau</td>
<td>Royal Blue</td>
</tr>
<tr>
<td>Cherokee</td>
<td>Royal Blue</td>
</tr>
<tr>
<td>Peaches</td>
<td>Sailor Blue</td>
</tr>
<tr>
<td>Iguana Med</td>
<td>Azure Blue</td>
</tr>
<tr>
<td>Urbane Scrubs</td>
<td>Royal Blue</td>
</tr>
<tr>
<td>Eagle Scrubs</td>
<td>Royal Blue</td>
</tr>
<tr>
<td>Uniform Advantage Scrubs</td>
<td>Royal Blue</td>
</tr>
<tr>
<td>Happy Scrubs</td>
<td>Dazzling Blue</td>
</tr>
<tr>
<td>All Heart</td>
<td>Royal Blue</td>
</tr>
<tr>
<td>Barco</td>
<td>New Royal Blue</td>
</tr>
<tr>
<td>White Swan</td>
<td>Royal Blue</td>
</tr>
<tr>
<td>LA Rose</td>
<td>Royal Blue</td>
</tr>
<tr>
<td>Jasco</td>
<td>Romantic Blue</td>
</tr>
</tbody>
</table>

All Clinical Rotations

All students in clinical settings must follow a professional standard of dress and deportment, including hairstyle, make-up, type and amount of jewelry.

Students may not wear jeans, sweats, stretch pants, shorts, tight fitting, low cut or midriff baring tops or other sports clothing to any clinical rotation. Lab coats may be required in certain clinical courses.

All students must purchase a picture ID badge through the Nursing Department Office to be worn during all clinical experiences with the exception of some psychiatric rotations.

Clinical faculty will not allow a student to remain in the clinical setting if the student arrives with inappropriate attire or without ID badge.

Failure to comply with the dress code at any clinical experience may result in dismissal for the day and a subsequent clinical absence.
Financial Aid and Scholarships

Financial Aid
The Financial Aid Office website http://www.sonoma.edu/finaid/index.html. Many types of financial aid are available through this office, including grants, work-study and loans. Check with the Financial Aid Office for deadlines and eligibility.

Scholarships
Scholarship information is available at the Scholarship Office, located in Salazar 1010C, phone 664-2261, website http://www.sonoma.edu/Scholarship/ The application deadline for University scholarships is usually February 15. Check with the Scholarship Office each year for any changes to deadlines.

Occasionally, the Nursing Department receives scholarship information that the Scholarship Office does not have. Information will be placed near the communication folders and/or sent via Sonoma.edu e-mail.

GRADING

Undergraduate Course Grading Scale
Final course grades will be based on the following percentages and will earn grade points as indicated. Students must earn a minimum grade of "C" (2.0) in each course in order to continue in the program. A grade of "C-" or lower is unacceptable. Only letter grades are given in nursing major courses, except in courses for which a Cr/NC option is specifically indicated.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>74 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 73</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>D</td>
<td>64 - 66</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 63</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

Minimum acceptable grade in Nursing major course: 2.0
Graduate Course Grading Scale

Final course grades will be based on the following percentages and will earn grade points as indicated. Students must maintain a 3.0 in graduate level courses to continue in the program.

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.5 - 100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>92.5 - 95.4</td>
<td>A</td>
<td>3.6</td>
</tr>
<tr>
<td>89.5 - 92.4</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>86.5 - 89.4</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>83.5 - 86.4</td>
<td>B</td>
<td>2.7</td>
</tr>
<tr>
<td>Minimum acceptable grade in clinical/residency course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80.5 - 83.4</td>
<td>C+</td>
<td>2.4</td>
</tr>
<tr>
<td>77.5 - 80.4</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>74.5 - 77.4</td>
<td>C</td>
<td>1.7</td>
</tr>
<tr>
<td>72.5 - 74.4</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>69.5 - 72.4</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>Below 69.5</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

Grading of Assessment Technology Institute (ATI) Exams

**Background:** The nursing program at SSU has student success as its top priority. To that end, the department utilizes a comprehensive program of quality assessment called ATI Assessment Technologies, Inc.). These twelve sets of modules and exams have been proven to increase student success in both program content and NCLEX pass rates ([www.atitesting.com](http://www.atitesting.com)). Prior to entering the program students have been introduced to the TEAS. Each Content Mastery Series module follows the program algorithm for testing and, if necessary, remediation and retesting. These courses include Fundamentals, Pharmacology, Medical-Surgical Nursing, Mental Health, Maternal-Newborn, Nursing Care of Children, Leadership and Management, and Community Health Nursing. In addition, the SSU nursing program utilizes a capstone exam, The RN Comprehensive Predictor, with designated benchmarks to predict likelihood of passing the NCLEX-RN. Passing the RN Comprehensive Predictor is required to complete the program and graduate. The department encourages students to seek faculty assistance for any questions they may have regarding ATI and this comprehensive program. (appendix 4)
Graduation
Curricular requirements for graduation are specified in the Sonoma State University catalog. Students must meet the requirements of the catalog under which they were admitted. In addition to the curricular degree requirements, the following paperwork must be submitted:

**BSN Graduation**
The "Major/Minor Requirements" and the "Application for Award of Degree" forms must be completed and turned in to Admissions & Records by the appropriate deadline to graduate in the semester the student desires.

An advising session is scheduled in the spring prior to the students’ year of graduation to review degree requirements and to complete the forms. If a student misses this session, examples of completed forms are available in the Nursing Office.

Graduation Applications must be received in the Office of Admissions and Records by the following dates:

<table>
<thead>
<tr>
<th>GRADUATION DATE</th>
<th>Priority Filing Date</th>
<th>Final Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>May graduation</td>
<td>September 15</td>
<td>February 15</td>
</tr>
<tr>
<td>August graduation</td>
<td>February 15</td>
<td>April 1</td>
</tr>
<tr>
<td>December graduation</td>
<td>February 15</td>
<td>September 15</td>
</tr>
</tbody>
</table>

* Students who file by the Priority Filing Date will have the benefit of receiving a Graduation Evaluation prior to registering for their final semester.

** The Final Deadline is the date by which students must submit applications to be considered for graduation at the conclusion of that term.

**BSN Graduation with Distinction**
The Department of Nursing faculty (or student peer) may nominate an undergraduate student for "Graduation with Distinction." The Department of Nursing Faculty awards “Graduation with Distinction” to individual graduates who have been judged by the Faculty to have made an outstanding contribution to the department and the nursing profession. Nominations are due to the faculty October 31 for December graduates and March 31 for May and August graduates.

**MSN Graduation**
In addition to meeting the curricular requirements of the program, graduate students are required to successfully complete a culminating experience (see the section in this handbook on the Culminating Experience). Students are responsible for submitting the following forms in order to be able to graduate:

1. Advancement to Candidacy Form (GS01) This form is to be completed and filed as soon as a student knows the date he/she will be completing the requirements for graduation, i.e., when the date of the culminating experience is known or when submitting the plan for the final project or thesis prospectus, which is usually the semester before the student plans to graduate.

2. Completion of Requirements Form (GS02) This form is completed and filed when the final project has been successfully completed, usually a few weeks before graduation.

Turn the above forms in to the Department Office to obtain your program coordinator’s signature. The Department Office will forward the forms to Graduate Studies.

3. Application for Graduation Students must also file an Application for Graduation form with the Office of Admissions and Records. Students should check each semester with the Office of Admissions and Records for exact filing deadlines.
**Group Projects**
The educational purpose of group assignments is to maximize the potential for a cooperative and highly productive group effort. To be successful all students are to contribute equally, attend all scheduled meetings, and have delegated work completed as agreed upon. If a student does not meet group expectations (in person or online) the group members first address their concerns with the student. If the problem(s) is not resolved then group members should discuss concerns with the course instructor. If the problem(s) remain unresolved the group may vote to dismiss the student from the group. The dismissed student will need to complete all required components of the group project as an individual.

**Health And Immunization Requirements**
Before beginning clinical classes, all students are required to submit documentation of a health history and current immunization status. The history and physical examination must be completed within the six months prior to start of the first clinical class. All immunizations and CPR must be review and, if required updated annually by August first. Students will not be allowed in the clinical setting without evidence of these documents. Clinical facilities require proof of the following before beginning clinical experience:

- **Health Physical Form** completed by a physician, Family Nurse Practitioner or Physicians Asst.
- **Positive Rubella Titer or positive antibody screen or proof of MMR vaccine (Measles/Mumps/Rubella)**
- **Positive Varicella Titer or positive antibody screen or proof of Varicella vaccine**
- **Second Rubella vaccine or MMR 4-6 weeks after initial MMR for students born after 1957, or proof of immunity.**
  - **Hepatitis B vaccine series**
  - **Tetanus within 10 years.**
  - **Proof of negative PPD (TB test) or TB symptom free form evaluation. (updated annually with one PPD)**
  - **Influenza Vaccine Consent/Declination (Appendix 6) (Updated annually)**

A two step Tuberculosis screening test is required for students who have no history of tuberculosis and who have never had a positive TB test. If you have been positive in the past, you will need a clearance from a physician to allow you into the clinical area.

Students must take the two-step exam. A first skin test is given. If the first test is positive, the student should have a chest x-ray to rule out active infection with tuberculosis. If the test is negative, a second skin test is given a week later. Again, if this test is positive, the student must have a chest xray to rule out latent tuberculosis.

A health care practitioner and clearance to clinical must evaluate any positive skin test, regardless of positive or negative chest x-ray, for treatment

Students are tested or cleared by their health practitioners annually, which should include a symptom of
Students who do not follow the procedures related to health requirements will not be allowed to practice in the clinical setting. It is the student's responsibility to ensure that these health care requirements are met and copies of documentation are submitted as instructed by the Department of Nursing before beginning the nursing program. Subsequent updated certification and documentation must be submitted to continue with clinical placements. Failure to do so may place the student in jeopardy of progression in the program. The student is responsible for carrying a copy of immunization status.

**Illness**

Students should not appear in clinical if they are ill or suspect that they have a contagious disease. If a student has been exposed to a communicable disease (for example, chicken pox or strep throat) the student should contact the clinical instructor to discuss if attendance in clinical is contraindicated. Absence from the clinical area for medical reasons may be made up at the discretion of the instructor, taking into consideration the student performance to date and the clinical setting. Following an illness, students may be asked for a medical clearance to return to the clinical setting. If a student has missed clinical days due to illness, and as a consequence is unable to meet clinical and/or course objectives, it may be necessary for that student to repeat the course. Students are encouraged to maintain clear communication with faculty if illness has occurred.

**Impaired Student Performance**

The faculty of the Department of Nursing at Sonoma State University concurs with the California Board of Registered Nursing in relation to nursing students who are impaired by alcoholism, drug abuse and emotional distress.

1. We recognize that substance abuse and dependency are diseases and should be treated as such.

2. We are aware that personal and health problems arising from these diseases can affect a student’s academic and clinical performance and that the impaired nursing student is a danger to self and a grave danger to the patients in his or her care.

3. We believe that nursing students who develop these diseases can recover.

4. We agree that it is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness.

5. We acknowledge that confidential handling of the diagnosis and treatment of these diseases is essential.

Furthermore, any behavior observed by a clinical instructor which may be indicative of use of substance use or abuse or emotional instability and which could be potentially dangerous to a client’s health and safety is cause for immediate removal of that student from the clinical area.

A meeting between the student and instructor will take place as soon as possible after the incident to discuss the matter. A performance contract will be implemented.

The instructor will notify the Department Chair of the incident and provide a copy of the performance contract.

The following link to the BRN diversion materials will provide additional information on the impaired nurse and actions taken. [http://www.rn.ca.gov/diversion/index.shtml](http://www.rn.ca.gov/diversion/index.shtml)
Injuries (including exposure to blood or bodily fluids)
The University carries Workers Compensation insurance that covers nursing students in clinical areas. Should an injury occur, students must immediately seek help from designated agency staff and notify their clinical instructor who will direct that student to appropriate health care (e.g., the Emergency Room). Documentation and follow up will proceed according to the agency and university policy. Records will remain confidential. For all other illness and/or injuries, the instructor may request documentation of the illness or injury from a licensed health care provider.

Integrity
Academic integrity demands that students, unless otherwise directed by faculty, complete work that is wholly their own. This means that each student takes responsibility for their own performance on quizzes, tests, papers, and other individually assigned projects unless specifically directed otherwise. The Nursing faculty does not believe that time, place, or mode of assignment/test voids this expectation. If ever there is any doubt, students are expected to ask for clarification prior to engaging in group work to complete an assignment or exam. Misrepresenting others’ work as one’s own, regardless of personal imprudence at justifying the act, is never acceptable.

Further guidance on this subject can be found in the SSU Student Code of Conduct and Student Rights and Responsibilities accessible from the SSU Student Affairs website, http://www.sonoma.edu/saem/conduct.shtml and also from the ANA Code of Ethics for Nurses, Provision 5 at http://nursingworld.org/ethics/ecode.htm.

Leave Of Absence
Students who find it necessary to request a leave of absence (LOA) from the Nursing major may do so after successful completion of a full semester. While this is acceptable, students so doing will be allowed to enroll in subsequent courses only on a "space available" basis. Students who take an LOA for more than one semester must be re-admitted to the University in order to be eligible to enroll in subsequent courses.

Requests for a Leave of Absence can be made on a Department Petition form and turned in to the appropriate program director.

Liability Insurance
Professional liability insurance (also known as “malpractice” insurance) is required of all nursing students enrolled in clinical courses. The California State University holds a blanket liability insurance policy with coverage in the amount of $2 million per occurrence/$4 million aggregate for all nursing students in its system. A clinical agency may require that you show proof of this coverage. Students can obtain a copy of the face sheet of this policy for the clinical agency through their clinical faculty.

Licensure/Certification
LVN Certification for Pre-Licensure BSN Students: The California BRN allows Pre-Licensure BSN students to take the LVN exam after the completion of the third semester of nursing courses. However, the faculty has mixed feelings about the advantages of taking the exam. Some think that successful
completion of the exam might open up job possibilities and provide a somewhat better salary until completion of the BSN. Others think that it is better to develop basic skills by working as a CNA until graduation with a BSN. If students choose to take the LVN exam, they should exercise several cautions: 1) They should not think that the exam mirrors the RN exam. While both exams are similar in their multiple-choice format and some content, the LVN exam tests for basic nursing tasks while the RN exam tests the application of concepts, principles and theory; 2) except in emergencies, BSN students who practice as LVNs may not function beyond the limits of LVN licensure even though they have learned professional nursing practice in the BSN curriculum. Faculty urge you to think about the pros and cons of taking the LVN exam, and welcome the opportunity to help you weigh your decision and answer questions.

**NCLEX Exam for RN Licensure:** Pre-Licensure BSN graduates are eligible to take the NCLEX exam which, upon successful completion, provides RN licensure. In the semester before graduation, students need to download an Application for Licensure by Examination and accompanying forms from the California Board of Registered Nursing website (http://www.rn.ca.gov/pdfs/applicants/exam-app.pdf). It is the student responsibility to complete the forms in a timely fashion and mail them to the Board of Registered Nursing. The BRN will return an “Authorization to Test” to the student in the week prior to graduation and the student can then schedule the appointment for testing. An Interim Permit can be issued by the BRN which allows the student to work immediately upon graduation until successful completion of the NCLEX exam (valid for 6 months and can work only under direct supervision of RN). When the student has passed the NCLEX and the final University transcript with the BSN degree posted is received by the BRN, the RN license is issued. Additionally, the National Council for State Boards of Nursing offers information on the NCLEX testing plan available at [https://www.ncsbn.org/nclex.htm](https://www.ncsbn.org/nclex.htm).

**Public Health Nursing (PHN) Certification:** Students who have earned their Bachelors of Science in Nursing degree at SSU are eligible for the Public Health Nursing certificate from the California Board of Registered Nursing. Students who are interested in this certification can download the application for Public Health Nurse certification from the BRN website (http://www.rn.ca.gov). RN to BSN graduates need to request Official transcripts from SSU Office of Admissions & Records.

**Nurse Practitioner Licensure:** Graduates of the SSU FNP program must apply for nurse practitioner certification so they can practice legally in California. Certification forms may be obtained by requesting them from the California BRN or downloading them from the BRN website (http://www.rn.ca.gov). To apply for certification by the BRN, follow these steps:

- Submit completed form "Application for Nurse Practitioner Certification" and fee to the BRN. Use official graduation date for the semester you graduate (see catalogue for official date).
- Request that the Office of Admissions & Records at SSU send transcripts to the BRN when your graduation is posted (6 to 8 weeks after graduation).
- Submit completed form "Verification of Completion of Nurse Practitioner Program" (page 8) (Method 1) to the FNP Program Director at SSU. When graduation or completion dates have been verified, this form will be sent to the BRN.

The BRN will not accept verification forms dated prior to the student's actual graduation date. The Nursing Department needs to wait approximately 4 weeks from the date of graduation for official notification by the Registrar's Office that a student has graduated.

**FNP Furnishing and Dispensing Certification:** In order to furnish drugs or devices in approved clinics, according to California Law (BPC, Sect. 2836, 1), nurse practitioners must have pharmacology course content as specified by the BRN. The SSU FNP Program includes content and experience that meet the BRN criteria, via N552 Pharmacology.
To obtain a BRN furnishing number, graduates must submit the BRN Nurse Practitioner Pharmacology Course Verification form (available from the BRN). Send the form to the FNP Program Director who completes it and sends it to the BRN.

If the SSU-FNP program was completed more than 4 years ago, the NP must provide documentation of having experience furnishing drugs under standardized procedures for the preceding six months for a minimum of 20 hours per week.

**ANA/FNP Certification Exam:** Certification is the process by which the American Nurses Credentialing Center Boards on Certification, or the American Academy of Nurse Practitioners Certification Committee validate, based on predetermined standards, an individual nurse's qualifications, knowledge, and practice in a defined functional or clinical area of Nursing. Some states require ANA or AANP certification in order to practice as a nurse practitioner. As of 1993, only masters prepared NP's may sit for the exam. To get an application form contact: ANA Certification/ Credentialing Department (800) 284-CERT. The Graduate Coordinator usually has some. Once you have registered and been approved for the computerized Certification Exam you will receive a registration number. This allows you to take the exam at designated Sylvan sites by appointment.

To apply for the exam after you have graduated, fill out the forms and send Form E (or AANP forms) to the FNP program director for a signature.

To apply for the examination before you actually graduate (if you want to sit for the June exam and you graduate in May), have the program director fill out form E with your expected date of graduation. After you actually do graduate, you must get a letter from the program director verifying that you did indeed graduate. You do not need this letter if you apply for the exam after you finish the program.

**American Academy of Nurse Practitioners National Competency-Based Certification Examination:** This exam may be taken by FNP's and Adult NP's who are graduates of an MSN program. FNP's certified by the ANA Credentialing Center may apply to this testing board for reciprocity without examination. For information contact: American Academy of Nurse Practitioners/Capitol Station, LBJ Building/PO Box 12846/ Austin, Tx. 78711 (512) 442-4262

**Netiquette and Student Responsibilities in Online Learning Communities**

The department requires students to demonstrate professional and caring behaviors whenever communicating online with peers, faculty and members of the public. Netiquette is a set of principles of how to interact respectfully in cyberspace. Students need to become familiar with established standards of netiquette and are referred to review both Shea’s Rules of Netiquette on [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html) and West’s article: *A Student’s Guide to Strengthening an Online Community* (2010).

**Petitions**

To request an exception to a rule, the student must complete a petition. The Department and the appropriate Vice President use university petition forms to request an exception from a University rule and require approval. Department petitions are used to request an exception from a Nursing Department rule and require approval of the Nursing faculty. These petitions, after action is taken, are kept in the student's academic file and a copy is given to the student. (appendix 2)

**Pregnancy**

A student who is pregnant is to:
1. Inform the instructor who is responsible for clinical supervision that semester.
2. Submit a written statement from her physician or Certified Nurse Midwife to the Department of Nursing at the time of her initial visit as well as at approximately 28, 32, and 36 weeks. These statements should indicate that it is safe for her to continue in the total educational program, including clinical rotations.

Progression In The Nursing Program

Baccalaureate Nursing majors must attain a minimum grade of "C" (2.0) in all nursing courses. Should a student not maintain a minimum grade of "C" (C is not acceptable) in a nursing major course, the student may petition the faculty to repeat one course. If approval is granted, the student must receive a "C" or better in the course when repeated. If a minimum of "C" is not attained, the student will not be eligible to remain in, or graduate from, the Nursing major.

Graduate students must maintain a "B" average (3.0 GPA) in their courses (University rule). If the student's GPA falls below 3.0, the University will place the student on probation. If the student's GPA remains below 3.0 after a semester on probation, the student will be disqualified and will be required to petition the University to be able to continue studies.

If a student receives a "U" in a nursing major course, constituting an unauthorized withdrawal, the student must repeat the course within one year or the "U" will convert to an "F". Upon repeat of the course, a "C" or better must be earned in order to remain in the nursing program.

If a student needs to take an Incomplete (I) in a course, the student must be in passing status at the time this grade is requested. An Incomplete Grade contract form must be completed by the student and the instructor and filed in the student’s academic file. Although the University allows students to take up to a year to complete an Incomplete, the Department of Nursing additionally requires that all Incompletes be completed before a student progresses to a subsequent course.

A course may be repeated only once and only two courses may be repeated to remain in the major.

Mid-Term Notification

In the Pre-licensure program, clinical evaluations at mid-term and at the end of clinical courses formally evaluate student performance and are based on criteria specified in the Clinical Evaluation Form. Faculty use this Clinical Evaluation Form for all clinical courses in the curriculum. Students should use this form to evaluate their own performance during the entire clinical rotation. A student whose mid-term grade is C-or below will be notified, in writing, that he/she may not pass the course. The instructor will develop a written Performance Contract to guide the student toward meeting competency expectations for clinical. Failure to meet the Performance Contract stipulations may result in immediate removal from the clinical experience and/or clinical course failure.

Client Safety

If, during enrollment in a clinical nursing course, a student's performance presents a potential harm to the welfare of clients, the faculty will determine, on the basis of oral and/or written documentation, whether or not the student will be permitted to continue in the course. If the students performance presents an immediate potential harm to clients or self, program faculty and/or preceptors have the responsibility and authority to immediately remove the student from the clinical environment. (Appendix 10)

Special Studies (N495/N595)
Independent Study (Special Studies) is available to students who want to pursue a subject other than a clinical experience in greater depth or one not offered by the University. The student designs the course of study in conjunction with a faculty member willing to sponsor the study.

To enroll in the independent study, the student completes the Special Studies form with their faculty advisor and turns it in to the Department Office for Chair and Dean signatures. The completed form with signatures needs to be turned in to Admissions and Records prior to the end of the Add/Drop registration period for that semester and is the only manner in which a student may enroll in an Independent Study.

Special Studies can be taken for 1 to 4 units. Each unit of credit requires a minimum of 45 hours of academic or clinical work.

An external program available for an additional clinical experience is the Rural Nurse Placement Program offered at CSU Chico. To view more information visit their website at http://www.csuchico.edu/catalog/cat/05/2StudentServices/09intern.html#internshipsandcooperativeeducation

A representative from CSU Chico is often available to meet with students and answer questions regarding the program. Dates, times and location will be posted in the SSU Nursing Department.

Social Media

The Department of Nursing fully supports the use of appropriate social media as a communication tool in today’s society. Given the nature of the profession in nursing and the role of the university, the department has developed a policy for the use of social media in and out of classroom and clinical settings. (Appendix 11)

Student Activities

Department/University Committees
Students are encouraged to become involved in campus life by serving on departmental and University committees. The Nursing Department has Program and Level Team meetings at which students are encouraged to provide input. The Team Leaders will solicit volunteers and notify students of the meetings.

Student Groups
An increasing number of clubs are available at SSU that meet special interests of students. Within the Department of Nursing, a student nurses group, Sonoma Students United in Nursing (NCSSU) is quite active. All baccalaureate students are encouraged to join this organization. A list of clubs chartered through the Student Activities Office (x2391) may be obtained at the front desk in the Student Union.

Sigma Theta Tau Honor Society
Students in the nursing major may become members of Sigma Theta Tau, Lambda Gamma Chapter, the international nursing honor society, by invitation.

The purposes of Sigma Theta Tau International Honor Society for Nursing are to:
1. Recognize superior achievement.
2. Recognize the development of leadership qualities.
3. Foster high professional standards.
4. Strengthen commitment to the ideals and purposes of the profession of nursing

Those qualified to be invited to apply are:
1. Undergraduate and graduate students in the top 30% of their respective classes, as determined by faculty based on GPA and leadership qualities.
2. Undergraduate students must have completed 20 nursing units.
3. Graduate students must have completed 8 nursing units in their graduate curriculum.
4. RNs not currently enrolled in school are eligible as community leaders if they have earned a baccalaureate degree and can document marked achievement in nursing education, practice, research or publication.

The procedures for application are:
1. Faculty will invite chosen students to join Sigma Theta Tau and will supply the application materials to the chosen students at the beginning of the spring semester.
2. Non-students may contact the Sigma Theta Tau Membership Coordinator or President for an application.
3. Applicants complete a Membership Intent Form and submit two letters of endorsement from Sigma Theta Tau members. Students must submit one letter from an SSU faculty member.
4. Submit the completed application to the designated STT faculty member by the due date.

The Eligibility Committee will review your application and letters of endorsement and will notify you of the Chapter's decision regarding your membership by March 1st. If you are to be inducted, a fee will be due before induction ceremonies. This fee will include the one-time induction fee as well as the annual local chapter fee and international fee. All candidates must attend the Induction Ceremony to be recognized as a member. The induction ceremony is held in April.

Student Rights - Discipline - Grievance
The Department of Nursing adheres to all university regulations regarding student conduct, discipline, grievance, and grade appeal. Students should consult the SSU Division of Student Affairs website (http://www.sonoma.edu/saem/), for information on the SSU Student Code of Conduct, Student Rights and Responsibilities, Student Discipline Procedures, and Student Grievance Procedures. The policy on grade appeal may be found at http://www.sonoma.edu/uaffairs/policies/gradepolicy.htm.

Student Rights and Responsibilities
The official Sonoma State University Statement of Student Rights and Responsibilities is available online at http://www.sonoma.edu/saem/rights.

Discipline and Grievance
a) Discipline: Inappropriate conduct by students or applicants is subject to disciplinary procedures. Such conduct may lead to student behavioral contracts, probation, suspension or expulsion. See the SSU Judicial Affairs website further details on student discipline (http://www.sonoma.edu/saem/judicial).

b) Grade Appeal and Student Grievance: The SSU Grade Appeal Policy (http://www.sonoma.edu/uaffairs/policies/gradepolicy.htm) and the SSU Student Grievance Policy (http://www.sonoma.edu/uaffairs/policies/studentpolicy.htm) describe specific measures a student must take if they wish to report/challenge academic fairness, grades, discrimination, sexual harassment, abusive treatment, etc.

In following university policy, the Nursing Department requires that students who wish to resolve a complaint concerning an assigned grade or academic fairness in a course should first discuss the issue with the instructor involved. If the matter is not resolved at that level, the student may take the matter to the Nursing Department Chair. If the matter is not resolved at the Department Chair level the student’s options are to take the issue to the Dean, School of Science and Technology and/or to the University Grade Appeals Coordinator or Grievance Coordinator. In all cases, University policy needs to be followed by students, instructors and administrators.
Transfer Policies

Undergraduate Program: The Sonoma State University Department of Nursing will consider admission of a transfer student to any SSU nursing program under all of the following conditions:

1. space is available at the appropriate level in the SSU nursing program
2. Director of the Nursing Program at the school from where the student wishes to transfer provides written documentation that the student is in good standing academically and clinically
3. the semester in which the student would begin at SSU is not more than one calendar year after the student attended nursing courses at the original campus
4. the nursing curricula at the original nursing program and at SSU are reasonably aligned such that student can be appropriately placed in the SSU curriculum
5. the student meets all applicable university and departmental academic and transfer requirements.

Graduate Program: No more than 12 units of extension or transfer course work may be applied to the Master of Science in Nursing degree.
# NURSING FACULTY & STAFF

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>e-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Faculty</td>
<td>Kelly, Michelle</td>
<td>NH 246</td>
<td>664-2464</td>
<td><a href="mailto:kelmiche@sonoma.edu">kelmiche@sonoma.edu</a></td>
</tr>
<tr>
<td></td>
<td>Kindy, Deb</td>
<td>NH-272</td>
<td>664-2438</td>
<td><a href="mailto:deb.kindy@sonoma.edu">deb.kindy@sonoma.edu</a></td>
</tr>
<tr>
<td></td>
<td>Koshar, Jeanette</td>
<td>NH-254</td>
<td>664-2649</td>
<td><a href="mailto:jeanette.koshar@sonoma.edu">jeanette.koshar@sonoma.edu</a></td>
</tr>
<tr>
<td></td>
<td>Roberts, Deborah A. Chair</td>
<td>NH-262A</td>
<td>664-2945</td>
<td><a href="mailto:deborah.roberts@sonoma.edu">deborah.roberts@sonoma.edu</a></td>
</tr>
<tr>
<td></td>
<td>Smith, Wendy</td>
<td>NH-270</td>
<td>664-2276</td>
<td><a href="mailto:wendy.smith@sonoma.edu">wendy.smith@sonoma.edu</a></td>
</tr>
<tr>
<td></td>
<td>Wilkosz, Mary Ellen</td>
<td>NH-244</td>
<td>664-2297</td>
<td><a href="mailto:mary.wilkosz@sonoma.edu">mary.wilkosz@sonoma.edu</a></td>
</tr>
<tr>
<td>Faculty Early Retirement Faculty (FERP)</td>
<td>Close, Liz</td>
<td>NH-276</td>
<td>664-2654</td>
<td><a href="mailto:liz.close@sonoma.edu">liz.close@sonoma.edu</a></td>
</tr>
<tr>
<td></td>
<td>Heath, Carole</td>
<td>NH-278</td>
<td>664-2356</td>
<td><a href="mailto:carole.heath@sonoma.edu">carole.heath@sonoma.edu</a></td>
</tr>
<tr>
<td></td>
<td>Vandeveer, Melissa</td>
<td>NH-246</td>
<td>664-2650</td>
<td><a href="mailto:melissa.vandeveer@sonoma.edu">melissa.vandeveer@sonoma.edu</a></td>
</tr>
<tr>
<td>Part-Time Faculty</td>
<td>Brogan, Alanna</td>
<td>NH-236</td>
<td>664-2643</td>
<td><a href="mailto:alanna.brogan@sonoma.edu">alanna.brogan@sonoma.edu</a></td>
</tr>
<tr>
<td></td>
<td>Canepa, Karen</td>
<td>NH 234</td>
<td>664-2464</td>
<td><a href="mailto:karen.canepa@sonoma.edu">karen.canepa@sonoma.edu</a></td>
</tr>
<tr>
<td></td>
<td>Clark, Cathy</td>
<td>NH-256</td>
<td>664-2466</td>
<td><a href="mailto:twopups2@pacbell.net">twopups2@pacbell.net</a></td>
</tr>
<tr>
<td></td>
<td>Clark, Karen</td>
<td>NH 256</td>
<td>664-2466</td>
<td><a href="mailto:clarkka@sonoma.edu">clarkka@sonoma.edu</a></td>
</tr>
<tr>
<td></td>
<td>Combi, Will</td>
<td>NH-256</td>
<td>664-2466</td>
<td><a href="mailto:combi@sonoma.edu">combi@sonoma.edu</a></td>
</tr>
<tr>
<td></td>
<td>Del Carlo, Terri</td>
<td>NH-262</td>
<td>664-2466</td>
<td><a href="mailto:tdcarlo@sbcglobal.net">tdcarlo@sbcglobal.net</a></td>
</tr>
<tr>
<td></td>
<td>Edmunds, Johnna</td>
<td>NH-146</td>
<td>664-2041</td>
<td><a href="mailto:edmunds@sonoma.edu">edmunds@sonoma.edu</a></td>
</tr>
<tr>
<td></td>
<td>Flynn-Garcia, Maureen</td>
<td>NH-256</td>
<td>664-2466</td>
<td><a href="mailto:flynngarcia@comcast.net">flynngarcia@comcast.net</a></td>
</tr>
<tr>
<td></td>
<td>Kovac, Barbara</td>
<td>NH-274</td>
<td>664-2640</td>
<td><a href="mailto:kovacb@sonoma.edu">kovacb@sonoma.edu</a></td>
</tr>
<tr>
<td></td>
<td>Ratliff, Katherine</td>
<td>NH-276</td>
<td>664-2654</td>
<td><a href="mailto:ratlifka@sonoma.edu">ratlifka@sonoma.edu</a></td>
</tr>
<tr>
<td></td>
<td>Ritter, Barbara</td>
<td>NH 256</td>
<td>664-2652</td>
<td><a href="mailto:barbara.ritter@sonoma.edu">barbara.ritter@sonoma.edu</a></td>
</tr>
<tr>
<td></td>
<td>Rockett, Kathleen</td>
<td>NH-234</td>
<td>664-2464</td>
<td><a href="mailto:rockett@sonoma.edu">rockett@sonoma.edu</a></td>
</tr>
<tr>
<td></td>
<td>Shaffer, Nancy</td>
<td>NH-132</td>
<td>664-2652</td>
<td><a href="mailto:shaffern@sonoma.edu">shaffern@sonoma.edu</a></td>
</tr>
<tr>
<td></td>
<td>Skidmore, Loree</td>
<td>NH 256</td>
<td>664-2466</td>
<td><a href="mailto:srk777@verizon.net">srk777@verizon.net</a></td>
</tr>
<tr>
<td></td>
<td>Sloan, Melissa</td>
<td>NH 149</td>
<td>664-2466</td>
<td><a href="mailto:melissa.sloan@sonoma.edu">melissa.sloan@sonoma.edu</a></td>
</tr>
<tr>
<td></td>
<td>Wolcott, Krista</td>
<td>NH-236</td>
<td>664-2464</td>
<td><a href="mailto:wolcottk@sonoma.edu">wolcottk@sonoma.edu</a></td>
</tr>
<tr>
<td>Staff</td>
<td>Ana Munoz – Admin Support</td>
<td>NH-256</td>
<td>664-2466</td>
<td><a href="mailto:ana.munoz@sonoma.edu">ana.munoz@sonoma.edu</a></td>
</tr>
<tr>
<td></td>
<td>Kristi Hellman – Admin Support</td>
<td>NH-256</td>
<td>664-2862</td>
<td><a href="mailto:hellmank@sonoma.edu">hellmank@sonoma.edu</a></td>
</tr>
</tbody>
</table>
SONOMA STATE UNIVERSITY Department of Nursing
MSN Family Nurse Practitioner
COMPREHENSIVE CLINICAL SIMULATED EXAM

Detailed description of CSE
The Comprehensive Clinical Simulated Exam (CSE) is based on a standardized client and simulates a clinical encounter with a client. There are three major parts to the exam.

Part I. Ability to gather subjective and objective data from client.

One of the FNP faculty will serve as the standardized client who presents to the provider (the student) with a complaint. All faculty have the same presenting problem and use the same script. The student will be observed and graded by a second FNP faculty. The whole experience will simulate a clinical encounter and will be audio-taped.

The student will work-up the "client" as they would in the clinical setting, proceeding to do a pertinent history and physical, and making a preliminary assessment/diagnosis and plan.

Part II. Ability to provide a logical assessment and plan for a client

The student, using only the appropriate reference material, will provide a write-up of the visit using the standard SOAP format, including a problem list, a health maintenance list, and a medication list. The write-up may have an assessment/diagnosis and plan that may differ from the original oral preliminary assessment and plan, made in the exam room, because the student consulted with their reference books and materials.

Part III. Ability to apply theoretical principles to client care

The student must address, in a succinct, scholarly discussion and using APA format with necessary referencing the following:
A. Discussion of a theoretical perspective that is logically applied in the care of the particular client seen in the encounter. Consideration must be given for the client's ethnicity, culture, socioeconomic status and pertinent demographic characteristics in detailing how the theoretical perspective is an appropriate choice.
B. Discussion of the ethical/policy and economic principles to consider in the care of the particular client seen in the encounter.

Grading Procedure: Students must pass each section to successfully complete the entire culminating exam. Grading for Parts I and II will be based on a percentage that will be translated into a "pass/fail" grade. One faculty member evaluates the outcome which will be graded Pass/Fail. If the outcome fails, a second faculty member will evaluate it. The second evaluation is final. This is an individual exam, the use of published references is acceptable and encouraged, but students must not consult other persons in the preparation of parts II. and III.
Part I. At the end of the oral part of the exam (Part I.) the faculty observer will review with the student his/her ability to have gathered the pertinent subjective and objective information based on a standardized scoring system. If a student does not pass part I. he/she will be offered the opportunity to retake the exam at another time, by seeing another “patient”.

Parts II. and III. The original and 2 copies will be returned to the nursing office to the mailbox of the Program Director within the timeframe established by the Director. Parts II & III will be graded according to the standardized criteria established by the FNP faculty.

**Format:** Part II. Please include a face page with your name and student ID, on subsequent pages use a header and last 4 digits of your student ID number. Must be presented in a succinct, scholarly manner using correct clinical terms and descriptions. Must document references/resources using APA format and be limited to two and a half (2.5) pages, excluding references.

Part III. Must be presented in a succinct, scholarly manner utilizing APA format with the appropriate documentation of references used.

**Reporting of Results** In the event of a failing grade (SOAP), a second faculty will read unmarked copies of parts II. (SOAP) and/or III. Failures in part II will only be read by FNP faculty but failures in part III may be read by other graduate faculty. Papers are graded Pass/Fail. The second evaluation is final. The results of the exam will be e-mailed to individual students. If a student fails part II and/or III they may, after consultation with faculty, rewrite parts II and/or III within one week of the consultation.
APPENDIX 2
SONOMA STATE UNIVERSITY Department of Nursing
DEPARTMENT PETITION
Name: _____________________________ Date: __________________
Student ID: _________________________

Type of petition (check one & provide thorough explanation with attached requested documentation)

- Waiver of department regulation
  List regulation and attach copy of regulation

- Repeat Course
  Attach personal statement

- Leave of absence (list semester)
  Attach personal statement

- Course equivalency for the major (list course)
  Attach course description/course syllabus

- Masters Track Transfer
  Attach personal statement

Students justification for petition (provide rationale for consideration of petition with requested documentation)

___________________________________
Student signature

Advisor comments, recommendations/conditions

___________________________________
Advisor signature

Department Decision

- Approve
- Deny

________________________
Chair signature/ date
APPENDIX 3
SONOMA STATE UNIVERSITY   Department of Nursing
POLICY FOR STUDENTS PRACTICING PROCEDURES ON EACH OTHER

In the course of learning new nursing skills, it is often useful for students to take the client role. This enhances the learning experience by creating the more realistic learning experience that a “live patient” creates, and gives the client role a better perspective of the experience of the procedure creating a more empathetic and sensitive care giver.

The student’s right to privacy will be honored. Faculty will make every effort to protect privacy by making sure other students follow the same guidelines used in agencies to avoid exposure to the client. In the case of procedures, such as baths and physical assessments, students will be given the opportunity to bring bathing suits or other appropriate clothing.

The student’s right to refuse a given procedure will be honored. If a student chooses not to be a “client” for a particular skill, such as injection, bath, or IV start, the faculty will arrange a simulated experience for that student’s lab partner, unless another student is willing to take his/her turn.

Certain procedures are deemed by the faculty to be unsuitable or potentially dangerous for students to practice on each other. These procedures include: urinary catheterization, genitourinary assessment, nasal/oral suctioning, and nasogastric tube insertion.

**Students may not practice any invasive procedure on another student unless there is direct faculty supervision** and it is in the skills laboratory. At no time is an invasive procedure to be performed on any person outside of the nursing classes or clinical area, or in class or clinical **without** faculty supervision.

**Syringe/needle policy:** no syringe/needles will be distributed for student use **without** faculty supervision. Syringes will **not** be recapped. All used needles will be placed immediately in an impermeable puncture-resistant “sharps” container for appropriate hazardous waste disposal.

All students will sign a release form to be kept on file in the department, indicating their understanding and compliance with the policy.
RELEASE AND CONSENT FOR STUDENTS
PRACTICING PROCEDURES ON EACH OTHER

I, ________________________________(insert name), have read the Department Policy for Students Practicing Procedures on Each Other, and agree to adhere to that policy. This adherence includes, but is not limited to, all students right to privacy, a students right to refuse a given procedure, limitations on permitted procedures, need for direct faculty supervision, practice only in skills lab, and the specified syringe/needle policy.

I voluntarily assume all the risks associated with participation in activities of this type. In consideration of my acceptance as a participant, I hereby release, forever discharge, and hereby hold Sonoma State University and its employees, Trustees of the California State University System, the State of California, its officers and agents, and other participants harmless from any and all claims, liabilities, suits, or damages which I have or might claim to have for injuries to my person, arising out of my participation in this activity.

My signature indicates that I have read, understand, and agree to the above policy.

Name
________________________________________

Date
________________________________________
APPENDIX 4
SONOMA STATE UNIVERSITY Department of Nursing
ATI POLICY

Policy: For pre-licensure students, participation in Assessment Technologies Institute (ATI) is mandatory. The Department of Nursing will provide students with ATI contact information. Students are responsible for contacting ATI to make payments for participation in ATI and for obtaining the requisite ATI materials before the academic year commence.

An ATI test is worth 15% of the total grade in a course for which it is assigned. To pass a course in which an ATI examination is required, at least a Proficiency Level 2 score must be attained on the proctored ATI examination or successful “Secondary Remediation” must be completed (if unable to achieve a Level 1 in two separate testing attempts).

All ATI Modules except the RN Comprehensive Predictor:

Course Points for ATI Exam Assigned by Proficiency Level and Remediation

<table>
<thead>
<tr>
<th>Proficiency Level 3</th>
<th>100% of the course points designated for the ATI exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>On first proctored attempt</td>
<td></td>
</tr>
<tr>
<td>Proficiency Level 2</td>
<td>89% of the course points designated for the ATI exam</td>
</tr>
<tr>
<td>On first proctored attempt</td>
<td></td>
</tr>
<tr>
<td>Proficiency Level 1 or Below</td>
<td>No point assignment. See remediation plan below</td>
</tr>
<tr>
<td>On first proctored attempt</td>
<td></td>
</tr>
<tr>
<td>Proficiency Level 3 on second attempt following first attempt at Level 2</td>
<td>94% of the course points designated for the ATI exam</td>
</tr>
<tr>
<td>Successful Initial Remediation on second proctored exam at Level 3</td>
<td>89% of the course points designated for the ATI exam</td>
</tr>
<tr>
<td>Successful Initial Remediation on second proctored exam at Level 2</td>
<td>84% of the course points designated for the ATI exam</td>
</tr>
<tr>
<td>Successful Secondary Remediation (see Remediation Procedure)</td>
<td>74% of the course points designated for the ATI exam</td>
</tr>
<tr>
<td>Unsuccessful Secondary Remediation</td>
<td>Course Failure</td>
</tr>
</tbody>
</table>
Initial Remediation Plan for a score below Level 2 proficiency on ATI exam(s). To be eligible for the second proctored ATI exam, a student must complete the following:

1. Identify basis for inadequate performance on the ATI exam. Include comments on test taking skills, time management, test anxiety and study efforts.
2. Focused Review: Go to www.atitesting.com and select My Results. Select all Topics to Review. Review areas of weakness relative to the identified course.
3. Email a progress report on 1 and 2 above to the faculty member of the course involved prior to taking the second exam.
4. Retake Proctored exam and score Level 2 or above.

Secondary Remediation Plan: If a score below Level 2 is obtained on a second proctored ATI exam:
1. Successfully achieve a 74% or higher on an essay exam provided by the faculty. Questions will be selected from the ATI course materials and evaluated by the course faculty.
2. Develop a study plan for subsequent courses and submit to faculty addressing time management, test anxiety and or other issues you have identified.
3. Additional options: For test-taking strategy, time management and study analysis see the course faculty for individual assistance. See the SSU Counseling Center for assistance with test anxiety.

RN Comprehensive Predictor:
The ATI Comprehensive Predictor is worth 15% of the total grade. To pass the course at least a 91% probability of passing NCLEX score must be attained or successful “Secondary Remediation” must be completed (if unable to achieve at least a 91% in two separate testing attempts).

| The probability of passing NCLEX is 91% or above | The course points designated is the same as your probability of passing NCLEX at this time. For example: 91% probability = 91% on ATI grade. A second proctored exam may be taken to increase the ATI point contribution to the final grade. The scores will be averaged. A different ATI test will be given. |
Initial score of < 91% probability of passing NCLEX and subsequent Successful Remediation (achieved >90% on second ATI proctored exam) (see Remediation Procedure below) | 79% of the course points designated for the ATI exam A different ATI test will be given.
---|---
Successful Secondary Remediation | 74% of the course points designated for the ATI exam
A score of 90% or below without successful remediation | Course Failure

Initial Remediation Plan: The following remediation is required for students scoring below 91%. To be eligible for the second proctored ATI exam, a student must complete the following:

1. Identify basis for inadequate performance on the ATI exam. Include comments on test-taking skills, time management, test anxiety, content mastery, and study efforts.

2. Focused Review: Go to www.atitesting.com and select My Results. Select all Topics to Review. Review areas of weakness relative to the identified course.

3. Submit a summary of 1 and 2 above to course faculty prior to taking the second ATI proctored exam.

4. Complete all nine Medical Surgical 30 question focused exams. Submit results to course faculty.

5. Retake Proctored exam and score of 91% or above.

6. Additional options: For test-taking strategy, time management and study analysis see the course faculty for individual assistance. See the SSU Counseling Center for assistance with test anxiety.

Secondary Remediation: For students unsuccessful at achieving at least 91% on the second proctored ATI exam, an essay exam can be taken. Questions will be selected from the ATI materials and evaluated by course faculty. A score of 74% or higher on the exam is required to pass the exam. Success in demonstrating content knowledge on the essay exam will result in “Successful Remediation” and a passing score for the ATI exam (74% of the course points allotted to the ATI exam).
APPENDIX 5

SONOMA STATE UNIVERSITY Department of Nursing
POLICY FOR STUDENTS TO VIEW OR COPY INFORMATION FROM DEPARTMENT FILE

INTRODUCTION

Student confidentiality of information is of the utmost importance to the faculty and staff at Sonoma State University. Information in the files maintained by the Department of Nursing is critical to the health, safety and educational experience of each student. The integrity of each file is the responsibility of the department and its members.

POLICY

The Department of Nursing will maintain a file in the office for each student in all nursing majors. These files will be maintained and monitored by the faculty and staff of the department of nursing only. The files will remain in a locked security cabinet when not specifically in use by faculty. Should a student need to review or copy any item in this file they are required to make an appointment with their advisor and review the file in their advisor’s office only. Files are not to be removed from the department and will be maintained by the department for five years after graduation at which time all documents in the file will be shredded.
INTRODUCTION

In our continuing effort to provide safe care to our clients, prevent disease in our student population and pursuant to California Health and Safety Code 1288.5 and Senate Bill No 739 Chapter 526 the faculty will institute a policy regarding the option or declination of the influenza vaccine.

The California Health and Safety Code as of July 1, 2007 requires each facility to appoint and Infection Advisory Committee to make recommendations that will provide expertise in surveillance, prevention, and control of HAI.

The California Senate Bill No. 739 Chapter 526 requires that each general acute hospitals implement specific measures designed to prevent the spread of influenza and other HAI.

POLICY

Students and faculty in the Department of Nursing at Sonoma State University will complete the Department Vaccine Consent/Declination each year and present a copy to each acute care facility assignment/placement. Failure to do so could result in a delay in clinical placement or absences from clinical during a semester. (see absence policy in the Department of Nursing Student Handbook)
INFLUENZA VACCINE CONSENT/DECLINATION

Name: ___________________________ Date: _______________________

Program: _______________________

I have had a flu shot as documented by the information below:
Clinic where vaccinated
____________________________________________________________________
Date vaccinated
____________________________________________________________________
Manufacturer and lot number_____________________ Dose and Site_______________________
Signature of provider
____________________________________________________________________

I decline the vaccination: please complete the following section
____________________________________________________________________

Influenza Vaccine Declination

California Senate Bill No. 739 as of 2007 requires a written declination

I acknowledge that I have been made aware of the following facts:
√ Influenza is a serious disease that kills an average 36,000 Americans each year
√ Influenza virus may shed for up to 48 hours before symptoms appear, allowing unknown transmission to others
√ 30% of individuals may have no symptoms, allowing unknown transmission to others
√ Flu virus changes often and requires annual vaccination
√ Flu vaccine cannot transmit disease but does not prevent all disease
√ I decline to receive the vaccine for the _____________________ season
√ Influenza vaccine is recommended by the CDC for all healthcare workers to prevent disease transmission
√ Spread of influenza may cause harm/death to my fellow healthcare workers, family members and patients

Knowing these facts I choose not to be vaccinated at this time and understand the information presented in this form.

Print name: ___________________________

Signature: ___________________________

I decline the vaccination for the following reason(s). Check all that apply.

_____ I will get the flu if I get the shot
_____ I am allergic to the vaccine
_____ I do not like needles
_____ My philosophical or spiritual believes prohibit vaccination
_____ I have a medical contraindication to receiving the vaccine
_____ I do not wish to discuss my reasons for declining the vaccine
_____ Other reasons for declining you wish to discuss _____________________________________________
Process for Graduate Students
Seeking Clinical Site Placement for Preceptorships and Residencies
SSU Department of Nursing

Student must discuss with faculty their ideas/plans for preceptorship/residency placement including accepting guidance and suggestions from faculty (clinical site visitor) who will communicate this information to the Program Director. The Program Director will forward to the Department’s Clinical Contracts Coordinator any requests for Clinical Agency contracts or renewals. Students should not contact the Clinical Contracts Coordinator or the Nursing Office regarding clinical placements.

Student explores and communicates with potential preceptor and clinical site to assess their willingness to host student at the site.

Student obtains the following information and sends completed form via email attachment to the faculty (clinical site visitor) and the Program Director:

a. Name of Facility (“Clinical Site”) and parent agency, if any. (For example: “Folsom Clinic, Catholic Healthcare West or Mercy Redding -CHCW”):

b. Full Name of Contact Person (usually not preceptor but Office Manager or QA or Credentialing person) who will facilitate clinical contract approval:

c. Title and Role of the Contact Person:

d. Email Address for Contact Person:

e. Postal Address for Contact Person:

f. Phone number of Contact Person: ________________________________

Fax number of Contact Person: ________________
SONOMA STATE UNIVERSITY Department of Nursing
TUBERCULOSIS SCREENING QUESTIONNAIRE

Name ____________________________ Date ____________________________

Positive TB skin test (PPD) Date: ____________________________

Last Chest X-Ray Date: ____________________________

Please indicate if you are having any of the following problems for three to four weeks or longer:

1. Chronic Cough (greater than 3 weeks) Yes _____ No _____

2. Production of Sputum Yes _____ No _____

3. Blood-Streaked Sputum Yes _____ No _____

4. Unexplained Weight Loss Yes _____ No _____

5. Fever Yes _____ No _____

6. Fatigue/Tiredness Yes _____ No _____

7. Night Sweats Yes _____ No _____

8. Shortness of Breath Yes _____ No _____

NO EVIDENCE OF PULMONARY TUBERCULOSIS OR CONTAGIUM.

Date ____________________________ Agency Employee Signature ____________________________

Date ____________________________ Health Care Provider ____________________________
INTRODUCTION

Providing safe nursing care for clients is an ethical and legal responsibility of professional nurses. In the Department of Nursing (DON), these responsibilities are required of both faculty and students in all the clinical settings. Safe clinical practice is mandated by the California Board of Nursing’s (BRN) Nurse Practice Act (http://www.rn.ca.gov/npa/npa.htm) and supported by the American Nurses’ Association and other professional nursing organizations. Unsafe clinical practices are carefully managed at the administrative level so the student is provided with a maximum learning opportunity while the client (the recipient of care) is adequately protected. Individuals who do not meet the stated professional standards for ethical and legal conduct in a clinical setting will be held accountable by the Department of Nursing as noted in associated policies/procedures.

The Department of Nursing seeks consultation with the California Board of Registered Nursing (BRN) on matters that affect nursing practice and those that challenge ethical standards, criminal conduct, unsafe clinical practice, and/or potential legal standards of the profession. Unprofessional conduct in any clinical venue related to the Department of Nursing is grounds for disqualification from the nursing program. The following behaviors are grounds for sanctions:

1. Students failing to maintain professional conduct, will be removed from the setting
2. Students considered unsafe by the faculty and/or the agency in which the student is placed for clinical practice will be removed from the setting.
3. Students unable to complete course objectives constitute a course failure.
4. Dependent on the specific circumstance, and if allowed, a clinical course may be repeated one time if a similar clinical experience can be arranged with another agency, and another faculty member will assume the responsibility for the student's learning experiences.

Students will be oriented to safe clinical practice policies during the first semester of enrollment in the major, and both faculty and students will be responsible for reviewing the policy prior to beginning clinical rotations. All nursing students are responsible for the information maintained in the Student Handbook; this document delineates these policies. Drug testing and criminal background checks are required for all nursing students as a contingency for final admission to the program.

A. POLICY:

(1) A student whose behavior or pattern of behavior is found to be unsafe may be terminated from a clinical practicum for reasons of unsafe practices at any time during the semester and will receive a grade of F for the clinical course. These unsafe critical indicators are outlined in each clinical course evaluation tool.
(2) If a student fails to maintain professional conduct in clinical, the student may be disqualified from the program, or other sanctions may be determined by appropriate parties.

B. DEFINITIONS:

The student will demonstrate professional behaviors which follow the legal and ethical codes of nursing, accountability in preparation, documentation, continuity of care and respect for individual human rights; and, promote the actual or potential well-being of clients, health care workers, and self in the biological, psychological, sociological, spiritual and cultural realms; Indicators to be used as guidelines for evaluating safe practice and professional conduct include the following:
Regulatory: The student practices within the boundaries of the California State Nurse Practice Act, the guidelines and objectives of the Department of Nursing, and follows the rules and regulations of each health care agency. Examples of unsafe practice include, but are not limited to, the following:

a. Failure to notify the agency and/or instructor of absence on a clinical day.
b. Failure to adhere to the DON dress code.
c. Presenting for clinical practicum under the influence of drugs and/or alcohol.
d. Failure to make up missed clinical experiences, if required to do so.
e. Habitual or unexplained tardiness to the clinical agency
f. Excessive utilization of faculty time to ensure safe practice by one student to the detriment of other students in the clinical rotation
g. Inadequate and/or poor preparation; and/or understanding of nursing care, patient's medications or patient's nursing needs, etc.

Ethical: The student practices according to the American Nurses’ Association’s (ANA) Code of Ethics, Standards of Practice, and the California State Nurse Practice Act. Examples of unsafe practice or unethical behaviors include, but are not limited to the following:

a. refuses assignment based on client's race, culture, or religious preference.
b. inappropriate nursing care in any assigned activity related to clinical practice.
c. ignoring unethical and/or illegal behavior(s) of other health care providers in the clinical setting(s) which affects client welfare.

Biological, Psychological, Social, Spiritual, and Culture Realms: The student's clinical practice meets the total needs of the human system from a biological, psychological, sociological, spiritual and cultural standpoint. Examples of unsafe practice or violations of the safety policy include, but are not limited to the following:

a. failure to display stable mental, physical, or emotional behavior(s) which may affect others' well being.
b. failure to follow through on suggested referrals or interventions to correct deficit areas which may result in harm to others.
c. acts of omission or commission in the care of clients, such as, but not limited to: physical abuse; placing in hazardous positions, conditions, or circumstances; mental or emotional abuse; and medication errors.
d. unprofessional or inappropriate interpersonal relationships with agency staff, co-workers, peers, or faculty resulting in miscommunications, and/or disruption of client care and/or unit functioning.
e. lack of physical and/or mental health necessary for carrying out comprehensive nursing care.
f. placing fellow clinical classmates, faculty, and/or staff at personal and/or professional risk

Accountability: The student's clinical practice demonstrates safe practice in the responsible preparation, documentation, and promotion of continuity in the care of clients. Examples of such unsafe practice include but are not limited to the following:

a. Failure to provide concise, inclusive, written and oral communication.
b. Failure to accurately record comprehensive client behaviors.
c. Failure to report questionable nursing practices.
d. Attempting activities without adequate orientation or theoretical preparation or appropriate assistance.
e. Dishonesty.
f. Lack of preparation by student to provide safe care for clients.

**Human Rights:** The student's conduct shows respect for the individual, client, health team member, faculty, and self, including but not limited to the legal, ethical, and cultural realms. Examples of unsafe practice include but are not limited to the following:

a. Failure to maintain confidentiality of interactions.
b. Failure to maintain confidentiality of records.
c. Dishonesty in relationships and/or in actions.
d. Utilization of stereotypical assessments, which are detrimental to patient care.
e. Failure to recognize and promote every patient's rights.
f. Failure to report client abuse across the lifespan or abuse related to other professionals.

C. **PROCEDURE:**

A student whose behavior or patterns of behavior endangers the safety or threatens the integrity of a patient, peer, staff member, clinical instructor, faculty member, or agency personnel will be given a verbal and written warning by the primary clinical instructor, and/or by the Department of Nursing Director. Potential life-threatening episodes require immediate actions, and the procedure listed below may not be realistic, as they relate to procedure items listed below. Documented evidence from the student, faculty, and/or

1. The primary instructor in a clinical course will:

   a. Provide instruction, guidance, and interpretation of objectives during the clinical experience.

   b. Suspend the student from the clinical practicum if the issue of safety is of significant magnitude affecting one or more parameters of safe clinical practice and/or jeopardizes the well-being of patients, staff, or peers until a decision has been obtained through the conflict resolution process.

   c. Document patterns of behavior related to attainment of clinical objectives.

   Documentation may include direct observation by the clinical instructor as well as agency personnel and patient comments, as appropriate. Written work will also be evaluated.

   d. Give a verbal and written warning for patterns of behavior that are not safe. To that end, the instructor will:

      (1) Provide specific facts of problem areas or deficiencies in relation to course objectives, evaluation tool(s), and performance.

      (2) Delineate corrective action and expected outcomes in writing with copies given to the student and the clinical instructor. One copy will also be placed in the student's file in the Department of Nursing Office. The student and the clinical instructor must sign the written warning. If the student does not sign, the clinical instructor will then document that the student had the opportunity to sign the warning and refused to do so; pertinent discussion at the time that the student read the written warning should also be documented

      (3) set a specific time for a change in the behavior to be accomplished

   e. If positive attainment of expected outcomes is achieved, then the student will be allowed to continue with the clinical course.

   f. Provide the student an opportunity for input and/or data regarding the evaluation of his/her clinical performance.

   g. Consult with the Director of the Program and Chair as needed for problem-solving and guidance.
APPENDIX 10  
SONOMA STATE UNIVERSITY Department of Nursing  
SOCIAL MEDIA POLICY

Introduction

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

GENERAL INFORMATION:

Social media are defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Social media is commonly thought of as a group of Internet-based applications that are built on the ideological and technological foundations of the web that allows the creation and exchange of user-generated content. Examples include but are not limited to LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Allnurses.com, Twitter, Facebook, YouTube, and MySpace. While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the policy will remain the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional, and university reputations.

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

POLICY:

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

Procedure/Considerations:

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

- Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.
- Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.
- Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).
APPENDIX 11
SONOMA STATE UNIVERSITY Department of Nursing

POLICY ON NURSING STUDENTS ESSENTIAL ABILITIES

Introduction

The curriculum leading to the BSN from the SSU DON requires students to engage in diverse, complex, and specific experiences essential to the acquisition and practice of essential nursing skills and functions. Unique combinations of cognitive, affective, psychomotor, physical, and social abilities are required to satisfactorily perform these functions. In addition to being essential to the successful completion of the requirements of the BSN, these functions are necessary to ensure the health and safety of patients, fellow candidates, faculty and other healthcare providers. These are essential abilities necessary to acquire or demonstrate competence in a discipline as complex as nursing and needed for successful admission and continuance by candidates for the BSN at Sonoma State University Department of Nursing.

Essential Abilities

Becoming a Registered Professional Nurse requires the completion of a nursing education program that is both intellectually and physically challenging. In order to be successful in completing the requirements for a Bachelor of Science degree in nursing at SSU, students must be able to fully participate in both the academic and clinical environments. Full participation in the academic and clinical environments requires that students possess certain essential sensory, motor, communication, cognitive and emotional. Details since you are not being “all inclusive” suggest changing “details” to “Examples of these essential…”regarding these essential abilities are as follows; (they are not intended to be all inclusive.)

Sensory/Motor Functional Abilities

Adequate motor and sensory abilities are required to provide safe and effective nursing care and perform a variety of nursing activities.

• Mobility/gross motor skills including the ability to: stand and maintain balance, bend, twist, stoop/squat, reach above shoulders, reach to floor, move within confined spaces, move with coordination and safe speed.

• Fine motor skills including the ability to: pinch/pick-up objects with both hands, grasp small objects with hands/fingers, twist with hands, write with pen or pencil, and use electronic equipment specifically computers.

• Physical strength and endurance including the ability to: carry equipment and supplies, transfer/transport patients, and sit and stand for long periods of time.

• Sensory including the ability to: 
  Tactile: feel vibration, detect temperature, feel differences in surface characteristics.
  Auditory: hear within a normal decibel range, detect faint body sounds, and mechanical alarms.
  Visual: distinguish letters at 12-point font and objects both close and distant, use depth perception, use peripheral vision, and distinguish color and intensity. (As an aside, those of us with monovision from Lasik surgery have little depth perception)
  Olfactory: detect smoke and wide range of odors

Interpersonal Communication/Cognitive/Emotional Abilities

• Interpersonal communication skills including but not limited to the ability to:
  ✓ Read, write, speak and understand English at a level consistent with successful clinical participation and didactic course completion.
  ✓ Participate in classroom and laboratory discussions and activities.
✓ Develop therapeutic patient and family relationships.
✓ Establish professional relationships with faculty, other students, staff of affiliating agencies, and members of the community.
✓ Express feelings and ideas in a professional manner.
✓ Provide and accept feedback respectfully.

• Critical thinking skills including the ability to:
  ✓ Participate in intellectual activities requiring critical thinking, judgment, and analysis.
  ✓ Demonstrate math competency.
  ✓ Solve problems and plan care within reasonable time frames within a complex environment.

• Emotional health including the ability to:
  ✓ Fully use cognitive abilities
  ✓ Adapt to unexpected changes and stressful situations.
  ✓ Exercise good judgment
  ✓ Provide safe and competent care.
  ✓ Complete program responsibilities within a timely manner.
  ✓ Establish and sustain mature, effective, and sensitive relationships with patients and colleagues.
  ✓ Empathize with the feelings and situations of others.
  ✓ Identify own emotional responses, be reasonably objective and maintain self-control during difficult situations

Process of Reasonable Accommodation

The Department of Nursing is committed to ensuring that otherwise qualified students with disabilities are given reasonable accommodations. Students with disabilities who wish to request these accommodations are encouraged to contact the Coordinator of Disability Services (DSS) at SSU to determine eligibility for services prior to the start of the program. While the process can be initiated at any time, reasonable accommodations cannot be implemented until eligibility has been formally established with DSS. The DSS website notes, “If you are a student with a disability and you think you may require accommodations, please register with the campus office of Disability Services for Students (DSS), located in Salazar Hall - Room 1049, Phone: (707) 664-2677, TTY/TDD: (707) 664-2958. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to the instructor before any accommodations can be made”. More information may be found at their website http://www.sonoma.edu/dss/.

Since degrees of ability vary widely among individuals, the Department of Nursing is committed to creating access to qualified individuals with a disability using a case by case analysis. The Department of Nursing remains flexible with regard to the types of reasonable accommodations that can be made specifically in the university’s classroom and clinical settings. Students with disabilities are invited to offer suggestions for accommodations that have worked in the past.)Accommodations made will specifically address the limitations of the disability. Our belief is that accommodation should be tailored to individual situations. The process for determining the type of reasonable accommodation in the clinical setting shall be determined by the Department and DSS. The Department is responsible for ongoing monitoring of compliance with essential requirements as they correspond to the Baccalaureate Nursing Program’s objectives for qualified nursing students with disabilities.
INTRODUCTION

This policy applies to all students enrolled in the Sonoma State University Department of Nursing (DON) undergraduate and graduate programs and addresses required background checks and drug testing for students. The goal of these screening requirements is to assure compliance with clinical agency contracts and insure the safety of patients served in these clinical agencies.

POLICY

Students must submit to and satisfactorily complete a background check and urine drug screening as a condition for admission to designated programs with a clinical component in the DON. An offer of admission will not be final until the appropriate DON designated staff reviews this background check and drug screening. Admission may be denied or rescinded based on these results. Students who are enrolled in the DON may be required to complete additional background checks and drug screening during their course of study as required by clinical agencies.

The DON will designate an approved vendor(s) to conduct the background check and drug screening. The designated vendor(s) will issue reports directly to the DON. Results from a vendor other than the designated DON approved vendor(s) will not be accepted.

Students and applicants will be given the contact information to the DON approved vendor(s). The student will contact the designated company(ies) and arrange for a background check and drug screening, complying with the requirements for obtaining the check and drug screening, and reporting of the results. This will include authorization for obtaining the background check and drug screening and release of information to the DON.

The DON will give contact information for the approved vendor(s) to students. Students will arrange for background checks and drug screenings with the designated vendor(s). Student requirements for the background checks and drug screenings will include authorization for sample collection and background review, following designated sampling procedures, and release of results to the DON.

Students and applicants are responsible for payment of any fees associated with background checks and drug screening charged by the designated vendor(s).

Background checks and drug screenings must be completed prior to admission to the program or the start of the semester for the required clinical course. Failure to supply such documentation by the published due date is grounds for admission revocation and/or barring from clinical course participation.

When reviewing results, the Chair of the DON or her/his designee may consider the nature and circumstances of criminal convictions, or a positive drug screen as they may affect the student’s ability to meet the requirements of the program. The DON however, cannot assure the student’s eligibility to take the NCLEX exam.

In reviewing background checks and drug screening, the Chair or her/his designee may seek advice from university counsel, university police, or other appropriate advisors (e.g. California Board of Registered Nursing representatives; clinical agency personnel).

A positive drug screen will result in consideration of the drugs reflected in the report and disclosure of medications used and the student’s ability to safely meet the requirements of the program and insure patient safety.
Results of the background check and drug screens will be made available to DON designees and any clinical facility that requires this information, before a student may begin a clinical rotation. Should a clinical agency refuse to accept a student based on the outcome of either the background check or drug screen, the DON is not obligated to arrange alternate clinical placements but will attempt to make such placements, if possible, on a case-by-case basis. If an alternate placement is not possible, the student cannot continue in the nursing program. All background checks and drug screenings are considered confidential with the exception of individuals previously noted and are kept in a confidential location separate from the student’s file.

Critical information of the following nature, which is obtained as the result of the background investigation, may make clinical agency placement impossible and will likely result in dismissal from the nursing program or prevent an individual’s admission to the program.

1. Felony convictions including plea agreements to felony convictions
2. Sexual assault, rape, indecent exposure, lewd and lascivious behavior, or any crime involving nonconsensual sexual conduct
3. Child abuse, sexual exploitation of children, child abduction, child neglect, contributing to the delinquency or neglect of a child, enticing a child for immoral purposes, exposing a minor to pornography or other harmful materials, incest, or any other crime involving children as victims or participants.
4. Any charge related to illegal drugs, such as (but not limited to) possession of drugs or paraphernalia, or trafficking.
5. Abuse, exploitation or neglect of a vulnerable adult (disabled or elderly)
6. Offenses involving substantial misrepresentation of any material fact to the public or an employer, including embezzlement, bribery, fraud, racketeering or allowing an establishment to be used for illegal purposes.
7. First or second degree arson
8. Kidnapping
9. Any offense in another state or country, the elements of which are substantially similar to the elements of the above offenses.
10. Multiple offenses including but not limited to repeat driving while intoxicated or impaired and reckless convictions.

Students and applicants have the right to review the information reported by the designated vendor for accuracy and completeness and to request that the designated vendor verify the information provided is correct. It is the student or applicant’s burden to produce substantive evidence to prove the reports are incorrect and correct such information with the vendor.

A background check and drug screening will be honored for the duration of the enrollment if: the student is continuously enrolled unless required more frequently by a clinical agency in which the student is placed; or there is reasonable suspicion that the student has violated the student guidelines related to drug and/or alcohol use/dependency or is convicted of one of the crimes listed above during his/her time in the program. A student who has a break in enrollment (not including summers or intersessions) for any reason is required to complete a new background check and drug screening prior to his/her return to the clinical setting.
INTRODUCTION
The purpose of this policy is to describe the procedure in which students are informed of any action that may occur if the student is not meeting the clinical objectives as outlined in the course syllabus and program outcomes.

This department policy is in congruence to the University Academic policies (http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml).

POLICY

A Clinical Performance Notification will be issued when a student’s clinical performance puts them in jeopardy for failing the course and can occur at any time during the semester. Students registered in the program will receive a written warning(s) of unsatisfactory clinical performance in any nursing clinical course from the faculty of record.

The Clinical Performance Notification is a record of Student’s performance need area(s) and is placed in the student’s file. Faculty may use any of the three levels of Clinical Notification depending on the circumstances of student performance.

1. Situation, Background, Assessment and Recommendation (SBAR) Use of an SBAR notice follows a verbal communication from a faculty and serves to document the performance issue for student clarification and self-improvement. May be sent via email or hard copy.

2. Performance contract – Employed to document a significant gap in student’s clinical performance. Included are a description of the performance deficit(s), notification of unsatisfactory status in course and specific requirements/actions/remediation for student to fulfill to successfully meet course objectives. Students are encouraged to assist in the creation of the improvement plan included on the Clinical Notification. May be sent via email or hard copy and requires meeting with course faculty.

3. Immediate suspension/ failure – Students may face program suspension or failure if deception, plagiarism, cheating has taken place and/or behaviors that endanger patients, staff, peers or faculty are identified. Documentation includes description of student’s poor performance, program/course standard not met and real or potential consequences of student’s behavior. Suspension and failure require a Student Petition for faculty consideration for re-instatement in program and/or course. Sent via email and hard copy and requires meeting with course faculty.

In each level of Clinical Performance Notification students are responsible for understanding the information and the plan for improvement and sign the rec. A copy of any Clinical Performance Notification is placed in a central file in the department office. Performance Contracts and Immediate Suspension or Failures are sent to the Program Director and Department Chair.
APPENDIX 14
SONOMA STATE UNIVERSITY Department of Nursing
POLICY for Intravenous (IV) push medication therapy and flushing PICC lines
(third and fourth semester pre-licensure students)

INTRODUCTION
Providing safe nursing care for clients is an ethical and legal responsibility of professional nurses. In the Department of Nursing (DON), these responsibilities are required of both faculty and students in all the clinical settings. Safe clinical practice is mandated by the California Board of Nursing’s (BRN) Nurse Practice Act (http://www.rn.ca.gov/npa/npa.htm) and supported by the American Nurses’ Association and other professional nursing organizations. Clinical practices are carefully managed at the administrative level so the student is provided with a maximum learning opportunity while the client (the recipient of care) is adequately protected.

A. POLICY:

Third semester pre-licensure students:
1. Students are required to be supervised by the clinical instructor for all IV push meds.
2. Students are required to be familiar with the action, indications and side effects of any medication prior to administration, including how fast/slow it must be administered.
3. Students will learn to administer IV push medications in a skills lab.
4. Students are required to be supervised by the clinical instructor or RN when flushing PICC lines with saline using push/pause and positive pressure method.
5. Students will learn to flush PICC lines with saline using push/pause and positive pressure method in a skills lab.

4th semester pre-licensure students:
1. Students are required to be supervised by the preceptor for all IV push meds.
2. Students are required to be familiar with the action, indications and side effects of any medication prior to administration, including how fast/slow it must be administered.
3. Students are required to be supervised by the preceptor RN when flushing PICC lines with saline using push/pause and positive pressure method.

B. PROCEDURE/ACCOUNTABILITY:

The student's clinical practice demonstrates safe practice in the responsible preparation, documentation, and promotion of continuity in the care of clients. Violations of the above policy for administering IV push medications and flushing PICC lines will result in:
(1) A DON Clinical Performance Contract that delineates problem areas and corrective action in relation to course objectives will be completed by the clinical instructor
(2) A copy signed by the student, clinical instructor and department chair will be provided to the student and the clinical instructor. One copy will also be placed in the student's file in the Department of Nursing Office.
(3) Failure to meet the corrective actions identified in the Clinical Performance Contract will result in failure of the course.