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INTRODUCTION

The purpose of this handbook is to inform all Department of Nursing (DON) faculty of policies and procedures specific to the DON. Information related to the California State University, Sonoma State University, and California Faculty Association may be reviewed on the respective websites for each. The handbook is in effect until revised.

This handbook was developed as a complement to the DON Student Handbook. The Student Handbook includes program and DON policies, procedures and guidelines that assist the student in being successful in the program. The Student Handbook is revised annually. Faculty is expected to understand, follow, and function within the policies, procedures and guidelines in the Student and Faculty Handbooks.

The success of a nursing program depends upon the skills and talents of the faculty who develop and implement a nursing curriculum that is relevant to current clinical practice. Maintaining a current curriculum requires continuous change and refinement. Many aspects of the nursing curriculum and program requirements are influenced by regulations from the California Nursing Practice Act issued by the Board of Registered Nursing (BRN). (The California Nursing practice Act is available at www.rn.ca.gov.) The curriculum in the DON is accredited by Accreditation Commission for Education in Nursing. www.acenursing.org.

The ADN faculty is also required to follow general faculty guidelines established for all faculty on the Sonoma State (SSU) campus. These can be found in the SSU catalog and Faculty Affairs web site at www.sonoma.edu.

The California Faculty Association (CFA) in matters relevant to working conditions represents faculty. Again, it is imperative that faculty has knowledge of the working conditions and contracted obligations as stated in the CFA Collective Bargaining Agreement. Membership options and information is located on the CFA website at www.calfac.org.

ADMINISTRATIVE ORGANIZATION

SSU is one of 23 California State University campuses. Serving over 460,000 students the CSU is led by Chancellor Tim White. Dr. White reports to the Board of Trustees who works with the California State Legislators and the Governor to fund and develop system wide policies. Each CSU campus is led by a President and Provost who support the academic foundations of the university. The DON is one of nine schools in the School of Science and Technology led by the School Dean. The DON has an elected Chair and each program has appointed Directors. The Board of Registered Nursing holds the Chair, Directors and Faculty accountable for the educational experience of students and adherence to BRN regulations.
Sonoma State University Department of Nursing was founded in 1972. Currently the DON has the following programs/tracks.

1. Masters in Nursing, Family Nurse Practitioner
2. Post Masters in Nursing, Family Nurse Practitioner
3. Post-Licensure Traditional Baccalaureate Program
4. Post-Licensure Collaborative Baccalaureate Program
5. Traditional Pre-licensure Baccalaureate Program

The programs are staffed with both Tenure Track and Lecturer faculty dedicated to the positive learning experiences of each student. Many faculty teach across several programs/tracks. The DON enjoys numerous professional partnerships with our community. We have over 400 clinical contracts currently in place.

**STUDENT SELECTION**

The current procedure for selecting students into all programs and tracks are located on the DON website at www.sonoma.edu/nursing.

Sonoma State University admits pre-nursing students into an impacted category as pre-nursing which is not a major. Information on the pre-nursing admission requirements from high school can be found at http://www.sonoma.edu/admissions/ftf/freshmenhighdemand.html

**DON PROGRAM SPECIFIC CURRICULUM**

In order for a nursing curriculum to remain current, a continuous ongoing curriculum development process is in place. The major forces driving curriculum changes are the national and state regulations and criteria. The task of the faculty is to develop a plan of instruction that will provide the student with learning experiences that will lead to clinical competency. Each faculty member, with student participation, has the responsibility for generating ideas and developing proposals for curriculum updating and refinement. The Faculty has the major responsibility for curriculum direction and change and follows University Policy at http://www.sonoma.edu/senate/committees/epcguidelines.html.

This Faculty Handbook is designed to complement the Student Handbook. Whenever possible to avoid duplication, the faculty is referred to the Student Handbook. The following essential components of the curriculum are found in the Student Handbook:

- Mission Statement
- Philosophy
- Nine Foundational Concepts to Organize the Curriculum
- Terminal Objectives
- Program Level Objectives

**PROGRAM SPECIFIC COURSES**

Each program/track curriculum, program plan, and course description that are located in the SSU catalog. Further information is listed on the DON website. All students adhere to the program/track curriculum pattern or apply for a Leave of Absence from the University or petition the DON for any course pattern changes.
FACULTY POLICIES

Course Lead Duties Baccalaureate

Definition:

The course lead is responsible for all aspects of the course from planning through evaluation. One course lead will be assigned to each course in the undergraduate program.

Responsibilities:

- Meet with team course faculty as assigned by the Department Chair at the end of the previous semester
- Discuss and assign roles of each team member including theory and clinical
- Review past green folder for assignments, evaluation and recommendations
- Update syllabus per program template
- Include both clinical and theory in syllabus if combined course
- List all faculty assigned in syllabus and contact information
- Dates of clinical rotations, and learning activities
- Confirm clinical sites and schedule orientations and semester schedule and rosters
- Prepare LMS (Moodle) site
- Order agreed upon textbooks in October for Spring and April for Fall
- Confer and agree on assignments and grading inter reliability
- Plan student orientation to course and faculty roles
- Mentor new faculty to the course
- Meet regularly at team meetings
- Collaborate in discussions to help students at risk and documentation.
- Maintain communication for any course concerns
- Maintain “Green Folder”
- Select and order course learning materials
- Facilitate evaluation of course including student, faculty, program, clinical sites, preceptors, course materials, and outcomes.
- Follow ACEN Systematic Program Evaluation and BRN requirements for evaluation, revision, and reevaluation
- Discuss with Chair on budget allocation for any needed equipment
- ATI testing logistics
- Library and campus orientation logistics
- Ensure all faculty in the course understand and follow department policy and student handbook regulations

Policies for use of Preceptors

Definition of a preceptor:

A preceptor is an experienced, clinically competent, registered nurse selected and prepared to serve as a role model, teacher, supervisor and evaluator while guiding the student toward competence in providing nursing care to clients in a health care setting. As outlined by the California Board of Registered Nurses, a preceptor shall have at least one year continuous, full time or its equivalent experience in the designated nursing unit within the previous five years as a registered nursing providing direct patient care The preceptor holds a current, active California RN license and is competent in the clinical setting and has experience in the institution for at least one year. The preceptor is assigned to assist and supervise nursing students in an educational experience that is designed and directed by the faculty advisor. A relief preceptor is equally qualified and available on the primary preceptor's days off. He/she is expected to abide by the same standards, be oriented by the faculty and sign a preceptorship contract.
1. Criteria used for preceptor selection:
   a. Students complete survey on the selection of specialty and facility
   b. Clinical placement coordinator contacts respective agencies with preceptorship requests
   c. Agency selects preceptors that have had experience with precepting students and who have attended a preceptorship class.
   d. The clinical coordinator reviews list of preceptors with the agency clinical educator.
   e. The clinical coordinator pairs the preceptor with the student preference. If the preceptor has been used in the past unsuccessfully the clinical coordinator will discuss with agency clinical educator and request an alternative preceptor.
   f. The preceptor will be qualified in the area of selection (i.e. pediatrics, obstetrics etc.)
2. Orientation for preceptor:
   a. Each preceptor will meet with the faculty of record and their assigned student to discuss;
      i. Preceptor Handbook
      ii. Preceptor policies
      iii. Responsibilities of all parties
3. Qualifications for each preceptor and relief preceptor
   a. Active Ca. BRN license
   b. At least one year continuous, full time or its equivalent experience in the designated nursing unit within the previous five years as a registered nursing providing direct patient care.
   c. Employed by the agency for one year or more
   d. Complete an agency preceptor course
   e. Sign a preceptor contract (preceptor, student & faculty)
4. Communication
   a. Clinical Coordinator contacts the student, provides the name and contact information of the assigned preceptor.
   b. The student contacts the preceptor and sets an initial appointment with the preceptor attended by the faculty of record for introductions, orientation/contract, and scheduling.
   c. The communication plan is an exchange of cell phone numbers and emails of all parties.
   d. All parties are instructed that the faculty will be available at all times during the clinical on site preceptorship.
   e. A calendar is exchanged for shift assignment and updates as necessary. A copy of the student schedule is provided to the preceptor and a copy is kept on file in SSU nursing department.
   f. The calendar is shared with the Chair of the nursing department and faculty in specialty area.
5. Responsibilities of the Faculty
   a. Regular and ongoing conferences are arranged with the faculty, preceptor and student.
   b. Minimally the student, preceptor and faculty will meet 3 times during the preceptorship course, at the initial meeting, at midterm and at the end of the preceptorship
   c. With input from the preceptor and student, faculty is responsible to complete the Clinical Evaluation tool both mid-term and final.
   d. Clinical is pass/fail
6. Preceptor Records
   a. The dept. preceptor binder will include for each preceptor
      i. Contract signed by all three parties & dates of preceptorship
      ii. Breeze license verification
      iii. Contact information
7. Student/faculty evaluation of preceptor
   a. At the end of each experience both the faculty and student will complete an evaluation of the preceptor. These will be placed in the course (green folder) file. Unsatisfactory evaluations will be discussed for follow-up with agency educator or representative.
8. Preceptorship ratio
   a. Faculty assigned to Nursing 414 will have no more than 10 students per clinical section
CONTENT EXPERTS BACCALAUREATE PRE-LICENSURE PROGRAM

Content experts are designated in each of the major nursing areas - Medical-Surgical, Maternal Child (both Pediatrics and Obstetrics), Psychiatric Nursing and Geriatrics as per BRN regulations. Content experts will serve until changed by the faculty. The content expert will have advanced educational preparation and clinical expertise in the designated content area as determined by BRN guidelines for content experts. The functions of the content expert in each designated area are to provide guidance in both theoretical and clinical curriculum development, and to serve as a resource person for less experienced faculty in the designated content areas.

CLINICAL INSTRUCTION

A major portion of all DON programs involves clinical experiences/instruction in a wide variety of clinical settings.

There are a number of dimensions that must be taken into consideration when using clinical sites for student learning experiences. Our number one priority is the safety of patients, students and faculty. This section of the handbook attempts to address these areas.

Student/Faculty Ratios

The student /teacher ratios vary depending on the type of facility, the patient census, the course level, and facility restrictions. The number of students to faculty ratio and course unit assignment per student load is determined by policies which include the BRN, CFA, and CSU and are assigned by the Chair of the Department as delegated by the School Dean.

Faculty Absences

Faculty with a scheduled assignment that are ill or need a day off should contact the respective program Director as soon as possible. If the Director is unable to find a substitute the class may need to be cancelled. Students should be notified as soon as possible via telephone or email if class/clinical is cancelled. Depending on the situation, class or clinical may be rescheduled or modified.

Facilities at times ask that students not be present due to accrediting evaluations, union actions, or health department quarantines. Each faculty member has the responsibility to communicate with the course coordinator and the director immediately regarding situations in the clinical setting that impact student assignments to that facility. Examples would be changes in patient census or acuity, restrictions placed by the facility on the number of students that can be present, and requests that students not be present during certain days. In the event that the facility asks that students be removed from the facility for a short time, attempts will be made to schedule simulations or practice in the skills lab so that students and faculty will still have a clinical day. Faculty are to develop alternative assignments for days when it is not possible to be in a clinical setting or on campus. The alternative assignment can also be used in the event of faculty illness absences so students can have a meaningful learning experience even when not in the clinical setting. Faculty absences do not count against students.

Faculty Handbook: Responsibilities of Course Group Faculty Members

DIDACTIC COURSES Use course objectives in preparing for instructional sessions. Keep the course coordinator informed of concerns/problems related to the course; notify the course coordinator and Department Chair of a reportable clinical incident or professional conduct issue within 24 hours. Add to the annual course summary in consultation with course lead.

CLINICAL COURSES

Essential Functions of a Clinical Instructor Faculty are expected to
1. **Orientation: Undergraduate**
   a. In collaboration with agency orient self to agency policies, procedures, and expectations prior to the start of the semester.
   b. Ensure thorough orientation of students to agency policies and procedures.
   c. Maintain current knowledge of agency policies and procedures.
   d. Post and distribute to agency and students typed detailed clinical schedule of student assignments for each clinical unit including dates and times as indicated with each program.
   e. Provide staff and students with clinical objectives and written guidelines relevant to student skill level and scope of student practice.
   f. Provide agency with a list of students and their contact numbers and other data requested by agency.
   g. Plan and monitor special experiences.
   h. Meet with preceptor and review Preceptor Handbook information.
   i. Provide facility with contact information for faculty member and students.

Obtain DON official name badge

2. **Assignments**
   a. Post daily student patient assignments if appropriate to level and agency policies.
   b. Make student assignments consistent with student's knowledge base and skill competency.
   c. Make student assignments consistent with individual learning needs.

3. **Communication**
   a. Maintain effective open communication with:
      - Students
      - Program Director
      - Course lead
      - Course team members
      - Agency staff
      - DON staff

4. **Program Planning and Implementation**
   a. Attend and participate in DON and team meetings.
   b. Implement curriculum as developed by faculty and team to ensure consistency among team members and between program levels.
   c. Implement Program policies and procedures and follow program guidelines.
   d. Follow BRN guidelines and policies that relate to the practice of professional nursing and nursing education.

5. **Clinical Responsibilities**
   a. Supervise students in the clinical setting as required by BRN regulations and program policies.
   b. Be available to staff and students for discussion, clarification, or interpretation of students assignment or student role.
   c. Provide students and staff with contact information.
   d. Evaluate students’ level of performance as outlined by clinical evaluation tools and course objectives.
   e. Notify Program Directors regarding student problems.
   f. Review, evaluate, and provide timely feedback on clinical assignments and grade as outlined in course syllabus.

6. **Student Counseling/Documentation**
   a. Provide timely feedback to students relevant to their clinical performance.
   b. Provide corrective counseling when clinical and/or theory objectives are not being met and clinical performance is not consistent with expected standards of performance.
   c. In consultation with Program Director Document per program policy using SBAR and/or Clinical Performance Contract.
   d. Carefully monitor and provide frequent feedback to students who are working on a remediation plan.

7. **Resource/Role Model**
   a. Serve as a resource person to help students meet objectives.
   b. Promote critical thinking and application of the nursing role related to the enrolled program.
c. Establish and maintain a professional relationship with students.
d. Serve as a role model for professional behavior.
e. Conduct clinical conferences for integration and application of theoretical knowledge in the clinical setting.
f. Maintain a current theoretical knowledge base and clinical competency relevant to teaching assignments.
g. Maintain current licenses, certifications, and health and safety requirements as outlined at assigned clinical facility.

8. Upon Completion of Clinical Lab Experience
   a. Conduct a final clinical evaluation conference with each student providing a written summary of his/her clinical learning outcomes (per course syllabus). Discuss the summary with the student and have the student sign the evaluation form.
   b. File all original student evaluation forms in student files.
   c. Submit grades for students via Moodle and PeopleSoft.
   d. Complete the faculty evaluation of clinical sites/preceptors survey (sent to email account).
   e. Encourage students to complete the clinical site/preceptor evaluation.

Additional Graduate Faculty Responsibilities include

1. The SSU FNP Faculty team has identified the following criteria as evidence of faculty clinical competence. Any member of the FNP teaching team must meet at least three of the following criteria to be considered clinically competent:
   a. current clinical practice in Primary Care (average 4 hrs/week)
   b. current clinical research in Primary Care
   c. Maintaining ANCC (or other National credentialing institution) in Primary Care specialty
   d. Maintaining continuing educational units that have a Primary Care focus. Must be at least 30 units/2 years.
   e. Precepting clinical students in Primary Care
   f. Faculty site visiting and supervising of clinical students in Primary Care
   g. Scholarly contribution to Primary Care: Publishing, lecturing, teaching, grant work.
   h. Volunteering as NP in Primary Care clinical site.
   i. Participation as an active member of a committee that is involved in overseeing some aspect or Primary Care practice: i.e. community boards, peer review, policy and procedure committee.

2. Faculty Responsibilities in Graduate Program
   a. Meet with FNP team monthly and final review at the end of the academic year
   j. Review past green folder for assignments, evaluation and recommendations
   k. Lead faculty will update syllabus in conjunction with director. Remember to use template
   l. List all faculty assigned in syllabus and contact information
   m. Dates of clinical rotations, and learning activities
   n. Confirm clinical sites and schedule orientations and semester schedule and rosters
   o. Prepare LMS (Moodle) site
   p. Order agreed upon textbooks in October for Spring and April for Fall
   q. Plan student orientation to course and faculty roles
   r. Mentor new faculty to the course
   s. Meet regularly at team meetings
   t. Collaborate in discussions to help students at risk and documentation.
   u. Maintain communication for any course concerns
   v. Facilitate evaluation of course including student, faculty, program, clinical sites, preceptors, course materials, and outcomes.
   w. Follow ACEN Systematic Program Evaluation, BRN, NONPF and AACN requirements for evaluation, revision, and reevaluation
   x. Library and campus orientation logistics
   y. Ensure all faculty in the course understand and follow department policy and student handbook regulations
   z. Orientation to JCFC, HMC, MGM, and Torres Shelter faculty supervised clinical sites as necessary for new faculty
   aa. All faculty are expected to participated in OSCE/Simulated exams
3. Essential Role of Graduate Clinical Faculty:

b. Clinical faculty will familiarize themselves to site location, type and philosophy at beginning of semester assessing for appropriateness to meet student learning objectives.
   a. Confirm with student and verify in clinical data base current contract and/or letter of agreement on file in Nursing Office
   b. Clinical faculty/Director/Assistant director are available to students and preceptors by phone 24/7 for advising and consultation.
   c. Clinical faculty will regularly monitor the clinical database (Typhon) for appropriate clinical experiences based on progression in program.
   d. Clinical faculty are responsible for evaluating clinical performance and clinical paperwork weekly and providing timely feedback (within one week of due date) and will report any issues to director. At midterm they are responsible for letting students know their progress and at the end of the semester they are responsible for assigning a letter grade.
   e. Participate in monthly FNP Team meeting with report on clinical student progress/issue
   f. Clinical faculty are responsible for making a minimum of one site visit each semester per assigned student.
   g. During site visit clinical faculty should meet with preceptor and review preceptor handbook and discuss and concerns with student and or performance.
   h. Clinical faculty will wear DON official name badge during all site visits.

Donated Skills Lab Supplies:
Many faculty have access to discarded supplies that could be saved for student instruction. We welcome donated supplies as approved by each program director.

Faculty Providing Patient Care Policy
When faculty are employed in a clinical setting it is often difficult for the staff to see the faculty member as an instructor on the days when teaching. They may ask the faculty member to help out by providing nursing care to patients not assigned to students. Faculty can provide nursing services to patients only in conjunction with the nursing student who has been assigned to the patient. This is a BRN regulation. (www.rn.ca.gov)

Faculty Dress Code and Appearance
Faculty is expected to have a professional appearance as representatives of DON. Appearance should be conservative and meet standards appropriate to the nursing profession in Sonoma County. The dress code for faculty depends on the area of teaching and meets the standards of the assigned clinical setting. When giving lectures, professional business apparel is appropriate.

CONTRACTS
Sonoma State University must have a written contract with each clinical agency used as a clinical site where students provide nursing care. A Contract Request Form is to be submitted to the Chair. This form is located on the nursing Moodle site. Please notify the Chair of any new clinical agencies long before they are to be used so that the contracts can be initiated and the site can be approved by the BRN if needed.

PRECEPTORS
The DON values our relationships with preceptors in both the undergraduate and graduate programs. Each program has specific criteria for selection and documentation of preceptor experiences. These are in the respective preceptor handbooks for each program.

STUDENT SUPERVISION/ MALPRACTICE INSURANCE
Professional liability insurance (also known as “malpractice” insurance) is provided at no cost by the California State University. 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 faculty in its system.
FACULTY ORIENTATION

All new full time faculty participate in an orientation program designed by SSU Staff Development. Information regarding this orientation is sent to each new faculty member during the summer prior to the August orientation date. In addition, all new full-time and adjunct faculty are oriented to the DON each semester. This includes a general orientation relevant to various aspects of the nursing program as well as an orientation specific to the faculty teaching assignment. The Chair, Program Director, course coordinators and members of the teaching team to whom the new instructor has been assigned accomplish this.

FACULTY GUIDANCE AND SUPPORT

An ongoing effort is made to provide guidance and support for all faculty in their instructor role. Each new faculty will be assigned a course mentor and also be oriented by the Program Directors. Orientation activities, including periodic workshops, are available for all faculty in which the essential elements of the program and teaching tools are reviewed.

Department and team meetings provide an opportunity for faculty growth, support, and input into program planning and implementation. New faculty will find team meetings especially helpful.

Faculty and course leads are available for mentorship and guidance in relation to course planning, implementation and evaluation.

The Director and Assistant Director are also available to assist faculty. In instances where students are having difficulty meeting course objectives, guidance is to be sought from the Program Director. The focus of this guidance is to assist the faculty member in helping the student be successful and ensuring that students are provided due process.

Orientation to the clinical facility will vary depending upon the faculty's knowledge about a given clinical facility and the orientation plan requirements for the assigned clinical agency.

FACULTY ORGANIZATION/COMMITTEE STRUCTURE

The BRN requires (BRN REGS: Section 1424g) that "there shall be a faculty organization which has the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the Program." The BRN requires evidence of meeting attendance by faculty, which must be available for BRN review by the BRN consultant as part of the program approval process.

The standing Faculty committees are:

- Department
- Team

Each Program schedules meetings monthly. The most valuable meetings for adjunct faculty in terms of their participation in discussions as well as acquisition of knowledge relevant to curriculum implementation are team meetings.

Department Committee

The Department committee meets monthly and has the primary responsibility for developing, reviewing and approving policies and procedures developed by program committees. Teams report their activities and recommendations at this meeting for curriculum and program changes. College information, policies, and concerns that affect the program and faculty are presented. This is also the arena for discussing new and ongoing programs, instruction, evaluation, and planning. Attendance is required of all full time faculty and encouraged for all lecturer faculty. The chair of this committee is the Department Chair. Minutes are maintained and prepared for BRN & ACEN review at site visits.
Team Committees

Team committees are divided into baccalaureate and Masters. The baccalaureate team includes the pre and post licensure tracks. The master’s teams include the FNP Masters and the post-masters FNP Certificate track. Team meetings have the primary responsibility of developing, evaluating and adjusting curriculum, reviewing and evaluating policies, making changes based on student input, reviewing and evaluating admission criteria, discussion and conclusions on student issues, course evaluations and recommendations for improvement, licensing and credentialing success rates, job placement rates, clinical placements, on site laboratory needs, course materials, technology support, advising, and other program specific needs.

SONOMA STATE UNIVERSITY
DEPARTMENT OF NURSING
JOB DESCRIPTION

DEPARTMENT CHAIR

Revised July 20, 2013
Approved: May 20, 1996

The primary responsibility of the Department Chair is to facilitate effective operation of the department to achieve its stated mission, purpose and goals. The Department Chair serves as a liaison to the School, the University and the community. The functions of the Department Chair are to:

Community

- Represent the department at community and/or professional meetings at the local, regional, state and national level.
- Convene the Department Advisory Board at regular intervals to maintain informed cooperative working relationships with major collaborators in the health care community.
- Participate in professional activities at the local, regional, state and national level to keep the department apprised of major trends and issues in health care and nursing education.
- Work with the university and the community in developing strategies for fundraising for the department.
- Provide leadership and encourage faculty, staff and students to be active participants in community building.

School/University

- In collaboration with the Dean of the School of Science and Technology and the faculty of the department, prepare an annual budget for the department.
- In collaboration with the faculty of the department and the Dean of the School of Science and Technology, prepare an annual schedule of classes and faculty assignments.
- As a member of the School of Science and Technology Council of Department Chairs, represent and advocate for the faculty and students of the department.
Promote a cooperative climate with other departments in the University in support of meeting the programmatic needs of the Nursing Department.

Department

- Provide leadership in the development, implementation and evaluation of department policies and procedures.
- Be responsible for the effective operation of the Department Office
- Administer the department’s resources effectively, including budget, foundation accounts and development money, equipment and lab in consultation with faculty and the SST Office.
- Serve as Director of the pre-licensure track in the Baccalaureate program, accountable to the California State Board of Registered Nursing for faculty qualifications, curriculum and clinical agencies compliance with California Nurse Practice Act, and legal contracts with collaborating agencies.
- Accountable to assure that the department fulfills its legal responsibilities regarding faculty rights, students’ rights, Americans with Disabilities Act, Workers’ Compensation and workplace safety.
- Coordinate the department’s response to annual reports, BRN, NLN, ACEN and the University catalog revisions biannually.
- Coordinate and plan department processes for major accreditation reports of the California State Board of Registered Nursing Accreditation Commission for Education in Nursing SSU Educational Policies Committee WASC
- Coordinate and oversee the department’s evaluation plan in achieving designated outcomes that express the department’s mission.
- Initiate and monitor departmental search committees for both tenure track and part-time positions and serve on respective search committees.
- Coordinate with the department RTP committee for the evaluation of all tenure track faculty, post-tenure reviews and part-time faculty evaluations.
- Coordinate with the University, School and faculty of the department an effective program of academic advising.
- Search for potential funding sources for department programs in collaboration with the faculty and/or community representatives.
- Provide departmental support, review and endorsement for contracts and grants.
- Foster faculty development in teaching excellence, research and scholarship.
- Encourage faculty creativity and entrepreneurial endeavors that support the department mission and goals.
- Orient new faculty to department, school and university policies and procedures.
- Serve as liaison to the University Admissions and Records Office, the Development Office and Student Affairs Office and other campus resources involved in student recruiting.
- Coordinate department marketing/student recruiting efforts.

Students

- With faculty and staff, create an atmosphere that is respectful and responsive to student learning.
• Provide counsel and guidance to faculty and students when issues, problems or grievances arise.
• Encourage student participation in departmental meetings and processes.
• Provide leadership in the recruitment, retention and orientation of new students.

SONOMA STATE UNIVERSITY
Department of Nursing
Job Description
Assistant Director-Pre-licensure Program

Qualifications:

1. Meet all requirements of the California Board of Registered Nursing including;
2. Master’s degree or higher in nursing
3. Two Years' experience teaching in a pre-post licensure registered nursing program
4. One year’s continuous, full-time or its equivalent experience providing direct patient care as a registered nurse
5. Clear and active CA RN license

Responsibilities:

Assist the Director/Chair with the following duties:

1. Assume the role of Director in his/her absence
2. Collaborate and communicate with course leads
3. Co-Chair BSN team meetings
4. Assist with scheduling pre-licensure courses
5. Act as clinical liaison for oversight of Clinical Affiliation Agreements, partnership relationships and fostering expansion of clinical sites.
6. Recommend and prioritize lab and material needs
7. Assist in Advisory Councils for all Sonoma State Partners
8. Assist in State and National Accreditation
9. Oversee Preceptor processes as outlined by ACEN & BRN
10. Provide oversight for program assessment
11. Monitors curriculum alignment
BRN Regulations: Pre-Licensure Director & Assistant Director

Qualifications for Director and Assistant Director are established by BRN regulations as follows: CCR 1425

<table>
<thead>
<tr>
<th>REGULATION</th>
<th>INTERPRETATION</th>
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<tbody>
<tr>
<td>(b) The registered nurse <strong>director</strong> of the program shall have:</td>
<td>1. Master’s degree or higher in nursing, education, or administration.</td>
</tr>
<tr>
<td>(1) A master’s or higher degree from an accredited college or University which includes coursework in nursing, education or administration.</td>
<td>1. Administrative position is defined as a director or assistant director who has direct responsibility for administrative decision making process of the educational program: budgeting, employing, delegating assignments, planning, evaluating, and allocating resources.</td>
</tr>
<tr>
<td>(2) A minimum of one year’s experience in an administrative position;</td>
<td>1. Administrative responsibility:</td>
</tr>
<tr>
<td></td>
<td>(a) in a professional nursing education program, which includes diploma, associate, baccalaureate and post-licensure RN programs; or</td>
</tr>
<tr>
<td></td>
<td>(b) as a director of nursing and/or in-service education program.</td>
</tr>
<tr>
<td></td>
<td>2. An academic year of two semesters or three quarters will be regarded as</td>
</tr>
</tbody>
</table>
| (3) A minimum of two years’ experience teaching in pre-or post-licensure nursing programs. | 1. An academic year is defined as two semesters or three quarters.  
2. Full-time teaching experience preferred.  
3. Pre- or post-licensure nursing programs includes diploma, associate or baccalaureate and master’s degree registered nursing programs. |
| (4) At least one year’s experience as a registered nurse providing direct patient care and/or | 1. One year’s continuous full-time experience as a registered nurse providing direct patient care. |
| (5) Equivalent experience as determined by the board. |  |
| (c) The registered nurse assistant director shall meet the education requirements set forth in subsection (b) (1) above and the experience requirements set forth in subsections (b) (3) and (b) (4) above or such experience as the Board determines to be equivalent. | 1. Master’s degree which includes coursework in nursing, education, or administration.  
1. Two years teaching experience in a pre-or post-licensure program- diploma, associate, or baccalaureate degree registered nursing program.  
2. One year continuous experience as a registered nurse providing direct patient care. |

**SONOMA STATE UNIVERSITY**  
Family Nurse Practitioner Program (FNP)  
**Job Description: FNP Director**

The FNP Program Director is responsible to inform Faculty, Chairperson, and applicable University interface entities of issues concerning the Family Nurse Practitioner (FNP) Program.

The following are the FNP Director’s responsibilities.

1. To provide leadership in FNP Program quality control, maintenance, planning and development.
2. Work with Chair on course assignments for FNP Faculty
3. Investigate and initiate innovative methods to maintain and broaden the quality of the FNP Program, via grants, awards and entrepreneurship.
4. Orient and mentor new FNP tenure-track, continuing education, and temporary faculty to the FNP curriculum, courses, grading methods and clinical site visitation methods as appropriate.
5. Supervise and assist in the evaluation of new FNP tenure-track, continuing education, and temporary faculty
6. Initiate, establish and supervise the contract negotiations with clinical agencies, preceptors and, with other appropriate faculty, act as liaison between community agencies, the FNP program and the Department of Nursing.

7. In conjunction with the department administrative assistant, to review, and maintain all letters of agreement/contracts with preceptors and agencies, to meet and comply with the BRN regulations.

8. Serve as a resource person to faculty regarding the FNP curriculum.

9. Serve as FNP Program consultant to faculty regarding progression, retention and graduation requirements of students.

10. Maintain knowledge of The State Nursing Practice act and BRN regulations pertaining to quality FNP program maintenance, so that graduates of the program may be certified to practice in California.

11. Maintain knowledge of National Credentialing body criteria, so that graduates of the program may be eligible to sit for credentialing exams.

12. Co-ordinate, and maintain a close working relationship with the Department of Extended Education in regards to FNP curriculum.

13. Attend and participate in all Department meetings pertinent to the FNP Program.

14. Arrange and chair the FNP team meetings at least each month, and supervise the preparation and maintenance of meeting minutes.

15. Initiate and supervise all activities at distance campuses

16. Supervise the co-ordination and management of the Health Maintenance Center.

17. Coordinate curriculum as it relates to the conceptual framework outlined by the faculty and oversee the implementation of the curriculum and the accomplishment of program objectives for both the FNP Masters and Certificate track.

18. Admissions
   a) Review and make recommendations to the faculty regarding admission criteria and policies of the FNP Program congruent with Department and University policy standards.
   b) Prepare admission requirements for catalog every two years.
   c) Develop, prepare and update informational material sent out to interested candidates about the FNP program and the two routes of admission (MSN and Post-MS Cert).
   d) Respond to requests for information about the FNP program and meet with interested students as time allows.
   e) Each year in April review and rank all FNP, MSN candidate files and present review and rankings to FNP team and general faculty draft acceptance/denial letters, supervise issuance of letters, and discuss outcome with applicants as necessary and sign-off on graduate admissions paperwork.
   f) Each year in June review and rank all FNP, Post MSN Certificate candidate files and present review to FNP team and general faculty. Then supervise the drafting and
issuance of acceptance/denial information and discussion of outcome with applicants as necessary.

g) Each year in June conduct orientation sessions for incoming part-time and full-time students at the home and distance sites.

19. **Student/Faculty**
   a) Inform students and encourage faculty to inform students regarding the governance of the Department of Nursing and the need for student participation.
   b) Act as a liaison and encourage student participation in student organizations and professional FNP organizations.
   c) Create opportunities for informal interaction among FNP faculty and students, and maintain office hours/access that are convenient to students and supervise same in FNP faculty.
   d) Nominate students on behalf of the FNP team for scholarships, grants, and other appropriate awards. Prepare letters of recommendation for students as is appropriate.
   f) At the end of each semester, and after degrees are posted, supervise the formulation of a list of FNP graduates to be forwarded to the BRN.
   g) After the posting of the MS degree, sign all legal/BRN documents, pharmacology documents and National Credentialing exam paperwork submitted by students.
   h) Throughout the semester, evaluate and sign as appropriate all legal/BRN documents of former students.
   i) Each semester establish a formal advising process and monitor student progression through the FNP program.

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**SONOMA STATE UNIVERSITY**

**Family Nurse Practitioner Program (FNP)**

**Job Description: FNP Assistant Director/Coordinator**

The FNP Program Assistant Director is responsible to the Chair & FNP Program Director and assists the director in informing Faculty and applicable University interface entities of issues concerning the Family Nurse Practitioner (FNP) Program.

The following are the FNP Assistant coordinator's responsibilities.

1. To provide leadership in FNP Program and assist with quality control, maintenance, planning and development.

2. To assist in orienting and mentoring new FNP tenure-track, and temporary faculty to the FNP curriculum, courses, grading methods and clinical site visitation methods as appropriate.

3. To assist in the evaluation of new FNP tenure-track, and temporary faculty
4. To assist in initiating, establishing and supervising the contract negotiations with clinical agencies, preceptors and, with other appropriate faculty as directed by the Program Director. To act as liaison between community agencies, the FNP program and the Department of Nursing.

5. To serve as a resource person to faculty regarding the FNP curriculum.

6. To attend and participate in all Department meetings pertinent to the FNP Program.

7. To arrange and chair the FNP team meetings in the absence of the director and is responsible for the preparation and maintenance of meeting minutes.

8. To participate in University governance, as member of School, Senate or University committees as appropriate.

16. To assist the director in collecting and analyzing program evaluation documents and completion of the Annual Program Evaluation document summarizing this data each summer for presentation to faculty of the whole in September.

CURRICULUM

1. To assist in coordination of the curriculum as it relates to the conceptual framework outlined by the SSU faculty.
   a) To make recommendations to the Director regarding:
      1. All proposed courses
      2. Requests to delete courses

   b) To make recommendations to the Director regarding substantive curricular revisions such as:
      1. Course requirements
      2. Prerequisites
      3. Grading
      4. Number of units
      5. Content
      6. Clinical learning experiences

STUDENT AFFAIRS

1. Admissions
   a) To make recommendations to the director regarding admission criteria and policies of the FNP Program congruent with Department and University policy standards.

   b) To assist with the review and ranking of all FNP, MSN and Post MSN Certificate candidate admission files

   c) To respond to requests for information about the FNP program and meet with interested students as time allows as directed by Program Director.

   d) To assist the director in conducting orientation sessions for incoming part-time and full-time students.

2. Student/Faculty
   a) To inform students and encourage faculty to inform students regarding the governance of the Department of Nursing and the need for student participation.

   b) To act as a liaison and encourage student participation in student organizations and
professional FNP organizations.

c) To assist the Director in advising and monitoring of student progression in the FNP program.

OTHER

Represented by participating in/on community, State, National and Professional committees/organizations.

Chair Election Process

The selection of a Department Chair is outlined in the CSU CBA

CLINICAL EVALUATION

Evaluation of the extent to which students are achieving the clinical objectives is an essential part of the learning process. Feedback at frequent intervals provides the student an opportunity to refine their knowledge base and use of the nursing process. In order to successfully complete each course/component, the student must function safely in the clinical setting consistent with expectations for the student's current level of education.

Students have a right to know how they are performing in the clinical setting in relation to their meeting clinical objectives and have the right to an opportunity to remediate when performance is inconsistent with competency standards. Students who demonstrate unsafe practices may be removed from the clinical setting immediately if the faculty member feels that patients’ safety may be at risk. (See Student handbook).

The Director, or in her absence the Assistant Director, is to be notified immediately when a student is at risk of failing a course.

Exclusion from Lecture Class

A student may be excluded from class with limitations for disruptive behavior. The SSU policy may be found at http://www.sonoma.edu/uaffairs/policies/Disruptive.html.

Skills / Simulation Lab/Clinical Seminars

An important aspect in the implementation phase of the nursing process is the ability of the nurse to perform certain skills. Opportunity for practice is an essential element in the process of acquiring manual dexterity. Therefore, the skills laboratory is an integral part of the nursing curriculum allowing the student opportunity to practice and perfect skills prior to the performance in the clinical area.

Students may not perform a skill in the clinical setting unless they have demonstrated the ability to perform the skill competently in the skills lab.

Students must sign the “Policy for Students Practicing on Each Other” prior to performing any invasive skills with a lab partner. (See Student Handbook)

This policy does not include faculty. Please do not allow student to practice any invasive procedure on you.

ATTENDANCE POLICIES

Each program has attendance policies for students due to our concern that performance objectives be met. These may be found in the Student Handbook and individual Course Syllabi.
CONFIDENTIALITY

Student

Students have the same legal right to confidentiality as patients. It is essential that faculty maintain confidentiality regarding everything related to students including personal information, personal lives, written work, tests grades, and student performance. Written assignments must be returned in a manner that ensures privacy. Student problems are not to be discussed with facility personnel, family members, or other students. Confidential materials or documents with student identification that are to be discarded must be shredded. Classmates have the right not to share their personal information with fellow students. Students should be advised that the information regarding their classmates is confidential and should be kept in a private, safe place. Student information may be shared with program faculty and administration as appropriate to plan student instruction and to provide guidance, referrals and assistance as needed. All written documents related to the student, and placed in the student’s file, need to be read, signed and dated by the student and the student provided a copy.

The faculty are required to have knowledge of and follow the Family Education Rights Policy Act (See FERPA Appendix). Violations of this policy are grounds for immediate dismissal.

Client/Patient

Students need to be reminded to maintain confidentiality of information that comes to them as a result of their presence in a clinical site. Students may not view patient charts of individuals not assigned to them. Under no circumstances are students to photocopy any client/patient records.

ADVISORY COMMITTEE

Advisory Committee

Advisory committee members are appointed to assist in the development of educational programs. Such committees are properly constituted to include representative citizens who are recognized and respected experts in their fields. A committee is advisory in the full meaning of that word and performs its functions by making recommendations to the college authorities. Faculty is encouraged to recommend potential advisory committee members to the Chair.

Functions:

An advisory committee may perform all or some of the following functions:

1. Evaluate an existing curriculum.
2. Develop data concerning need, costs, facilities required, and potential enrollment for a new curriculum.
4. Assist in setting up standards for entrance into the curriculum under study.
5. Help in recruiting applicants for admission.
6. Advise on the appropriate qualifications for instruction personnel in a particular program.
7. Assist in establishing standards for cooperative part-time, on-the-job training and developing opportunities for such training.
8. Participate in a program for publicizing the content and aims of the curriculum and for placement of graduates.
9. Keep the college informed on changes in the labor market, specific needs, surpluses, etc.

PROGRAM EVALUATION PLAN

Section 1424 (b) (1) of the Nurse Practice Act states: "The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedure, attrition, and retention of students, and performance of graduates meeting community needs."

Each of the programs within the DON has an evaluation plan that meets the criteria for the BRN and ACEN. Program evaluation plans are located in the appendix and reviewed annually at Team meetings by the Program Directors.
Faculty Evaluations

All faculty are evaluated per the CSU CBA. Please visit the Faculty Affairs website to familiarize yourself with SSU Policies and Procedures on faculty evaluation. http://www.sonoma.edu/aa/fa/

USEFUL WEBSITES AND INFORMATION

There are areas in which faculty frequently have questions. The following section of this handbook is designed to provide answers to these questions and other information that faculty might find to be useful.

Keys
http://www.sonoma.edu/seawolfservices/campus-keys.html

Office Assignment/Equipment

The Chair of the Department makes office assignments. Shared office space is not uncommon depending on the number of offices available in the department. Office equipment is available including a computer, seating, and supplies upon reasonable requests. Wall repair and painting can also be requested. Report any damages or repairs needed upon discovery for your health and safety.

Office Hours

Faculty teaching face-to-face and online is expected to be available regularly during the semester for individual student contact. Scheduled office hours are to be communicated with the students in all syllabi and stated hours are to be maintained throughout the semester.

Parking
http://www.sonoma.edu/seawolfservices/parking-permit-info.html

Payroll and Benefits
http://www.sonoma.edu/hr/payroll/

Sigma Theta Tau- Lambda Gamma Chapter
http://lambdagamma.nursingsociety.org/home

Teaching Schedule

The teaching assignments and schedule are developed by the Chair in consultation with the faculty to meet the needs of each program and Department. Teaching assignments, offers for work, and entitlements are outlined in the CSU CBA.

University Policies

http://www.sonoma.edu/uaffairs/policies/

Workers’ Compensation Information

If at any time a student or faculty is injured at the clinical site please seek immediate medical attention and follow all procedures for workers’ compensation located at http://www.sonoma.edu/hr/payroll/workers-compensation/

Email

Email is the primary method of communication on campus and in the program. The university requires that all faculty have an SSU email account and that official communication will be through that account with the department and students.

Mail

Incoming Mail is placed in faculty mailboxes or folders in the workroom. The department only can mail paychecks to you if we receive instructions and self-addressed envelopes from you.
Sexual Harassment and Discrimination
Sexual harassment and discrimination policies and reporting procedures are located at: http://www.sonoma.edu/crvd/discresponse.html

Drug Free Workplace: http://www.sonoma.edu/uaffairs/policies/drugpolicy.htm

Smoke Free Campus: http://www.sonoma.edu/uaffairs/smokingandtobaccofree.html

Vehicle Liability: Faculty and Staff may not transport students in their vehicles due to liability issues.

Forms
A number of SSU forms, as well as forms developed by the DON, are used by faculty at various times. In addition, the BRN requires that certain forms be submitted indicating program/faculty approval. Copies of the following forms are available in the DON and online.

SSU Forms used each semester
Travel Authorization (for clinical travel)
Key Requests (for each classroom assignment)
Textbook Order Forms (online October for Spring and April for Fall)

Textbooks Orders
https://www.facultyenlight.com/node/add/adoption-request

BOARD OF REGISTERED NURSING
POLICIES, REGULATIONS, PROCEDURES & GUIDELINES

The Board of Registered Nursing has two major responsibilities.

1. Protection of the Consumer
2. Accreditation of professional nursing programs.

The BRN has developed a Directors Handbook reflecting current policies, regulations, procedures, and guidelines. A copy of this handbook (CD-ROM) is available to faculty from the Chair.

The following information includes selected BRN policies, regulations and procedures that will assist faculty in functioning as a nursing instructor consistent with these policies, regulations, and procedures.

BRN Faculty Appointment Approval

All faculty members, the Director and Assistant Director must be approved by the Board of Registered Nursing for the specific clinical and content areas for which they are requesting to teach prior to any clinical or class assignment. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned. Clinically competent means that a nursing program faculty member possesses and exercises the degree of learning, skill, care and experience ordinarily possessed and exercised by staff level registered nurses of the clinical unit to which the instructor is assigned. Faculty will be approved for a clinical assignment area where there is documentation to support education and/or clinical experience. To comply with California law, which requires that every employer of an RN shall ascertain that the nurse is currently licensed, the license of the instructor will be examined at the time of initial employment as well as at license renewal dates. A copy of the current active license must be kept on file in the health sciences office.

In order to expedite the faculty approval process, the BRN has developed a one time faculty approval policy. The nursing program director will give a copy of the approved BRN appointment form to the approved faculty member. The faculty member may then use this approved form with other nursing programs.

Faculty members who wish to add an area of content, not previously approved by the BRN, must seek approval through the nursing program director who will initiate the appropriate BRN faculty appointment approval form. Faculty who do not have evidence of direct patient care within the last three years will be required to remediate consistent with BRN
guidelines for faculty remediation which can be found in the BRN board approved policy in the Director’s Handbook.

**BRN Approval of Clinical Facilities**

Clinical facilities in which students participate in the care of patients in any aspect of the nursing process in the baccalaureate programs, must be approved in advance of student placement by the BRN. Prior to completion of the clinical facility form, the program director and instructor(s) requesting use of the clinical facility will review the BRN criteria and guidelines for the selection of clinical facilities found in section 5.2 of the BRN Directors Manual.

**BRN School Approval Process**

The school approval process occurs once every five years and is conducted by the BRN. Every eight years a full visit will occur. The every five year full visit process includes the writing of a specific and detailed self-study report demonstrating that rules and regulations mandated by the BRN are being met. There is also an official approval visit. The purpose of the visit is to do an in-depth, on-site evaluation of the nursing program to assess compliance or noncompliance with the BRN policies, regulations, procedures & guidelines. The school is required to prepare and submit this self-study report, which is in essence, a self-evaluation of how the criteria set forth in the BRN rules and regulations are met. Development of the self-study report must involve the total faculty.

In preparation for the visit, the BRN will provide the school with: guidelines for approval visits, guide for preparation of self-study report, application for approval, report on faculty, criteria for Approval and Guidelines for self-study by a nursing program, total curriculum plan, course of instruction, content of licensure, nursing curriculum and clinical facilities, post approval visit schedule and approval process questionnaire. This self-study report is prepared by the director and faculty during the academic year prior to the visit.

The full approval visit usually lasts three days and the visitors will visit classes, skills labs, and clinical facilities. They will also hold meetings with students, faculty, clinical agency staff, and college administration. At the end of the visit, the visitor will give an oral exit report summarizing the program's compliance or noncompliance with the Nurse Practice Act, Title 16, California code of regulations and BRN policies & procedures. A written report is generally sent to the school within two weeks of the visit. The report is also sent to the education committee of the BRN which places approval or non-approval of the program on the BRN agenda. If the school is found to be in non-compliance it will be recommended that action on the approval be deferred until the school corrects the violation. If a school is placed on warning status, their approval is in grave jeopardy. For additional information regarding the BRN school approval process please consult the Program Directors Director.

**BRN Requirements for FNP/MSN/PMC Director and Assistant Director**


The director or co-director of the program shall:

a. Be a registered nurse in California
b. Hold a master’s degree or higher in nursing or a related health field from an accredited college or university
c. Have had one academic year’s experience, within the last five years, as an instructor in a school of professional nursing, or in a program preparing nurse practitioners
Appendices
MASTERS CURRICULUM

Post Masters Certificate Curriculum

Fall Semester I
N509 Advanced Health Assessment (4) Lab/Clinical
N549 Health Promotion Practice in Primary Care (3) Clinical
N501 Health Promotion Theory Righting Disparities (4)
TOTAL 11 units

Spring Semester II
N540A Pathophysiologic Concepts in Primary Care I (3)
N552 Pharmacology in Primary Care (3)
N550A Clinical Practice in Primary Care I (4) Clinical
TOTAL 10 units

Fall Semester III
N540B Pathophysiologic Concepts in Primary Care II (3)
N550B Clinical Practice in Primary Care II (4) Clinical
TOTAL 8 units

Spring Semester IV
N562 Advanced Practice in Primary Care Systems (4)
N550C Clinical Practice in Primary Care III (4) Clinical
TOTAL 14 units

DEGREE TOTAL 36

Full Time FNP/MSN Curriculum

Fall Semester I
N509 Advanced Health Assessment (4) Lab/Clinical
N549 Health Promotion Practice in Primary Care (3) Clinical
N501 Health Promotion Theory Righting Disparities (4)
TOTAL 11 units

Spring Semester II
N540A Pathophysiologic Concepts in Primary Care I (3)
N552 Pharmacology in Primary Care (3)
N550A Clinical Practice in Primary Care I (4) Clinical
TOTAL 10 units

Fall Semester III
N540B Pathophysiologic Concepts in Primary Care II (3)
N550B Clinical Practice in Primary Care II (4) Clinical
N560 Research and Theory in Primary Care (4)
TOTAL 11 units

Spring Semester IV
N562 Advanced Practice in Primary Care Systems (4)
N550C Clinical Practice in Primary Care III (4) Clinical
N564 Health Policy and Advocacy in Primary Care (4)
N566 Culminating Experience – Clinical/lab (2)
FNP MSN Part-Time Proposed Curriculum beginning Fall 2013

**Fall Semester I**
N501  Health Promotion Theory Righting Disparities (4)
N560  Research and Theory in Primary Care (4)
TOTAL  8 units

**Spring Semester II**
N509  Advanced Health Assessment (4) Lab/Clinical
N564 Health Policy and Advocacy in Primary Care (4)
TOTAL 8 units

**Fall Semester III**
N549  Health Promotion Practice in Primary Care (3) Clinical
Elective (X)
TOTAL 3X units

**Spring Semester IV**
N540A  Pathophysiologic Concepts in Primary Care I (3)
N552  Pharmacology in Primary Care (3)
N550A  Clinical Practice in Primary Care I (4) Clinical
TOTAL  10 units

**Fall Semester V**
N540B  Pathophysiologic Concepts in Primary Care II (3)
N550B  Clinical Practice in Primary Care II (4) Clinical
TOTAL  7 units

**Spring Semester VI**
N562  Advanced Practice in Primary Care Systems (4)
N550C Clinical Practice in Primary Care III (4) Clinical
N566  Culminating Experience – Clinical/lab (2)
TOTAL  10 units

**DEGREE TOTAL  46**
BACCALAUREATE CURRICULUM

PRE-LICENSURE BSN CURRICULUM FOUR-YEAR PLAN
Pre-Nursing Track

Freshman Year, Fall

BIOL 115 (3) Intro to Biology (GE Area B3)
*CHEM 105 (5) Elem of General, Organic & Biochemistry (GE Area B1)
*GE, A3 (4) Critical Thinking (FLC option)
GE, D1 (3-- -4) Social/Behavioral Science: Individual and Society
TOTAL 15 units

Freshman Year, Spring

*BIOL 220 (4) Human Anatomy (GE Area B3)
*MATH 165 (4) Statistics (GE Area B4)
*GE, A2 (4) Fundamentals of Communication (Stretch option)
*GE, C3 (4) Comparative Perspectives and/or Foreign Languages (FLC option)
TOTAL 16units

Sophomore Year, Fall

*BIOL 224 (4) Human Physiology
GE, C2 (4) Literature, Philosophies, and Values
GE, C1 (4) Arts, Theatre, Dance, Music, and film
GE, D2 (3) Social/Behavioral Sciences: World History and Civilization
TOTAL 15units

Sophomore Year, Spring

*BIO 240 (4) General Microbiology
PSYC 302 (3) UDGE Development of the Person
GE, D3 (3) Social/Behavioral Science: United States History
GE, D4 (3-- -4) Social/Behavioral Science: US Constitutions & CA State & Local Gov
TOTAL 14-15units

*Pre-requisites courses for application to the major

Bachelors in Science of Nursing Curriculum

Junior Year, Fall

NURS 301 (9) Nursing Care of Adult I [Theory (5)/Clinical (4)]
NURS 303 (6) Maternity & Women’s Health Care [Theory (4)/Clinical (2)]

Junior Year, Spring Semester
NURS 302 (6) Nursing Care of Adult II [Theory (4)/Clinical (2)]
NURS 304 (6) Psychiatric & Mental Health Nursing [Theory (4)/Clinical (2)]
NURS 310 (3) Nursing Research & Evidence-- -Based Practice [Theory (3)]
Total 15 units

Senior Year, Fall

NURS 407 (6) Nursing Care of Adult III [Theory (3)/Clinical (3)]
NURS 409 (6) Nursing Care of Child in Family [Theory (4)/Clinical (2)] GE, D5 (3) Social/Behavioral Science UDGE
Total 15 units

Senior Year, Spring

NURS 410 (5) Nursing Power, Policy & Politics [Theory (5)]
NURS 412 (5) Community/Public Health Nursing [Theory (3)/Clinical (2)]
NURS 414 (5) Clinical Nursing Preceptorship [Theory (1)/Clinical (4)]
TOTAL 15 units

BSN TOTAL 120 UNITS

Note: 3 of the 9 required units of UDGE in area E is included the nursing major

TOTAL 120 UNITS
# Appendix: BSN Evaluation Matrix

<table>
<thead>
<tr>
<th>Evaluation Form</th>
<th>Responsible Party</th>
<th>Course</th>
<th>Dates</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Course</td>
<td>Faculty of record</td>
<td>301, 302, 303, 304, 310, 312, 313, 407, 409, 410, 412, 414 and 416</td>
<td>Last three weeks of semester</td>
<td>Moodle Survey</td>
</tr>
<tr>
<td>End of year one Pre-licensure</td>
<td>Faculty of record 310</td>
<td>310</td>
<td>Last three weeks of semester</td>
<td>Moodle Survey</td>
</tr>
<tr>
<td>End of year one post-licensure</td>
<td>Faculty of record 310</td>
<td>310</td>
<td>Last three weeks of semester</td>
<td>Moodle Survey</td>
</tr>
<tr>
<td>End of program pre-licensure</td>
<td>Faculty of record 414</td>
<td>414</td>
<td>Last three weeks of semester</td>
<td>Moodle Survey</td>
</tr>
<tr>
<td>End of program post licensure</td>
<td>Faculty of record 414</td>
<td>416</td>
<td>Last three weeks of semester</td>
<td>Moodle Survey</td>
</tr>
<tr>
<td>Evaluation of preceptor experience by preceptor</td>
<td>Faculty of Record</td>
<td>412 and 414</td>
<td>Last three weeks of semester</td>
<td>Paper Survey Aggregated Summary by faculty</td>
</tr>
<tr>
<td>Student evaluation of clinical site/preceptor</td>
<td>Faculty of record</td>
<td>301, 302, 303, 304 407, 409, 412, and 414</td>
<td>Last three weeks of semester</td>
<td>Moodle Survey</td>
</tr>
<tr>
<td>Faculty evaluation of clinical site/preceptor</td>
<td>Faculty of record</td>
<td>301, 302, 303, 304 407, 409, 412, and 414</td>
<td>Last three weeks of semester</td>
<td>Moodle Survey</td>
</tr>
<tr>
<td>Course Annual Summary</td>
<td>Faculty of Record Course Faculty</td>
<td>All</td>
<td>Last three weeks of semester</td>
<td>Moodle Survey</td>
</tr>
<tr>
<td>One year post graduation</td>
<td>Chair</td>
<td>N/A</td>
<td>One year after graduation</td>
<td>LinkedIn Regional Conference(s), STT</td>
</tr>
<tr>
<td>Alumni</td>
<td>Chair</td>
<td>N/A</td>
<td>Every three years</td>
<td>LinkedIn, Regional Conference(s), STT</td>
</tr>
<tr>
<td>Community Advisory</td>
<td>Chair</td>
<td>N/A</td>
<td>Annual</td>
<td>Annual Meeting, email</td>
</tr>
</tbody>
</table>

Key: Purple Pre-licensure  
Yellow Post licensure  
Blue Both
## APPENDIX: GREEN FOLDER CHECKLIST

<table>
<thead>
<tr>
<th>Document</th>
<th>Frequency</th>
<th>Responsibility</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus</td>
<td>Annually</td>
<td>Course lead</td>
<td>All</td>
</tr>
<tr>
<td>Sample Assignments with feedback</td>
<td></td>
<td>Course lead</td>
<td>All</td>
</tr>
<tr>
<td>Sample Exams and quizzes</td>
<td></td>
<td>Course lead</td>
<td>All</td>
</tr>
<tr>
<td>ATI summary Results</td>
<td>Annually</td>
<td>Course lead</td>
<td>301 303 304 407 409 410 412 414</td>
</tr>
<tr>
<td>Course evaluation from our Matrix template</td>
<td>Annually</td>
<td></td>
<td>All</td>
</tr>
<tr>
<td>Sample Current Clinical Evaluation tool completed with student name/facility concealed</td>
<td>Annually</td>
<td></td>
<td>301 302 303 304 407 409 410 412 414</td>
</tr>
<tr>
<td>Faculty Evaluation of Clinical site and preceptor if assigned in course</td>
<td>Annually</td>
<td></td>
<td>301 302 303 304 407 409 410 412 414</td>
</tr>
<tr>
<td>Aggregate of Student Evaluation of Clinical site and preceptor if assigned in course</td>
<td>Annually</td>
<td></td>
<td>301 302 303 304 407 409 410 412 414</td>
</tr>
</tbody>
</table>

## APPENDIX: SBAR COMMUNICATION EXAMPLE
SONOMA STATE UNIVERSITY
Department of Nursing
Clinical Performance Notification-SBAR

This communication will be placed in the student file. Performance Contract will result from the issue(s) if not improved.

S: Situation
Describe the event(s) which have led to this written reminder
Two reminders on professional behaviors

B: Background
Give details of the evidence
4/12/12 Arrived to clinical setting late, without nametag
5/12/12 Arrived to clinical with no name tag nor watch

A: Assessment
Not currently meeting clinical outcome of Professionalism

R: Recommendations (mutual agreement)
Student will place all required clinical tools in small bag kept in location to grab and go to clinical.

APPENDIX: SAMPLE PERFORMANCE CONTRACT
Student: [Name]
Course: [Course Name]
Date: [Date]

This contract serves to formally notify STUDENT NAME that the level of performance of certain clinical skills is below the minimum requirements for COURSE NUMBER students in the nursing program.

Referencing the Clinical Evaluation the standard performance objectives in the following areas are not being met:

1. **Critical Thinking:** Makes informed choices through critical analysis that promote nurse/client well being.
   - Conducts safe, effective and comprehensive health assessments across the life span on clients, families and aggregates demonstrated by accurately addressing growth and development.
   - Using skills of inquiry to effectively identify, prioritize and evaluate measures to promote health in communities

Proficiency in home visiting has not been observed – assessing, interviewing and intervening (basic Care Transition 4 pillars) as observed from several home visits with CT staff. Staff reports uncomfortable silences during supervised home visits. Student has not demonstrated the practice of clinical reasoning in client assessment; coaching using the 4 Pillars and exhibiting the ability to practice independently and safely- after 7 clinical days. It is expected that every student be able to conduct the basics of a home visit. This includes assessing client’s self-medications management, reviewing of discharge instructions and conducting teach back on disease process.

   2. Clinical objectives not met: **Communication**

Employs humanistic approach to promote positive interaction with clients/family. Employs effective communication modalities, which maintain or promote health in various populations. Staff has not observed the student initiating conversation or rapport with the client, engaging in inquiry and interacting with clients and family in order to improve learning, support patient education and promote optimal patient outcomes.

   3. Clinical Objective not met: **Teaching and Learning**

Plans and carries out an educational session to a family or community aggregate that receives a positive evaluation. Staff reports that the student is not consistently reviewing and coaching clients and family specific to Red Flags in home visits and follow up phone calls.

To pass and remediate N 412 Lab, **Student** is required to:
Explain, demonstrate, and role-play how to address the 4 pillars on a home visit, to faculty on April 8, 2015.
1. Perform as a PHN on a home visit in conducting a post-hospitalization discharge coaching intervention in which the 4 pillars are observed.
2. Demonstrate interactive communication using open-ended questioning, inquiry and dialogue to promote trust and confidence in collaboration with the client and the student.
3. After home visit on 4/08 appropriately report findings to staff (observed by faculty), request feedback from staff, acknowledge the instruction and follow through.
4. Take initiative in home visits, engaging in conversation with clients and CT staff.
5. Able to conduct a safe comprehensive CT home visit independently by end of the rotation.
6. All subsequent objectives of the course must be met with the remaining clinical hours in the rotation. These include all staff and patient interactions.

It is expected that the student will successfully meet the course objectives and failure to do so will result in course failure and result in the following options.

1. No Credit/Failing grade in N412 and no further progression in the clinical program.
2. Petition to the nursing faculty to re-enroll in N 412 will be required

Student signature: ________________________________

Faculty signature(s): _________________________________

APPENDIX CONTRACT REQUEST
Directions: Please complete all items and email to deborah.roberts@sonoma.edu. These are to come from faculty to the Chair not from students. We are unable to process contracts without a complete form. The information requested will help expedite the contracts process for student placements. Thank you!

Official Name of Agency: 

Address of Agency: 

Name of Nurse Educator/ CNP/Nursing Director at facility: 

Phone number of person listed above: 

Email address of person listed above: 

Name of individual responsible for signing contracts at the agency (this may/may not be different from the person listed above. Often times they are separate departments.): 

Email address of contracts individual: 

APPENDIX: SYLLABUS TEMPLATE:

SONOMA STATE UNIVERSITY
Department of Nursing
Nursing (course number)
Term and Year

Course Title: As listed in catalog
Course Credit: As listed in catalog
Course placement: In the curriculum i.e. Second Semester
Course Prerequisites: As listed in catalog
Concurrent Courses: As listed in catalog or as determined by academic plan
Class Times and Locations: as listed in schedule

Faculty Member(s): List ALL faculty teaching any portion of the course, theory and clinical

Deborah Roberts, EdD, RN
Office Nichols Hall Rm: 262a
Email - robertde@sonoma.edu
Phone - 707-664-2945

Krista Wolcott, MSN, RN
Office – Nichols Hall -- By Appointment
Email – wolcottk@sonoma.edu
Phone – 707-548-6968

Course Description: As listed in catalog word for word

Course Narrative: This is where you can be as creative as you wish to discuss the content of your course

Course Objectives: (these were sent through SSU curriculum, to the BRN and ACEN from our 2011 curriculum revision. They cannot be changed at this time. We can review as a team after our ACEN and BRN final reports Sp 2016 Please review our original curriculum from 2011 to be sure these match. If you have a combined Theory and Clinical course both outcomes must be listed under each of the nine concepts) The critical framework for Post-Licensure curriculum and this course are based on the philosophy of the Sonoma State University Nursing Department, drawn from the work of Josephine Paterson and Loretta Zderad (Humanistic Nursing, 1976).
1. Human Caring:
   a. Theory
   b. Clinical
2. Critical Thinking:
3. Communication:
4. Advocacy/Social Justice:
5. Teaching/Learning:
6. Professionalism:
7. Leadership:
8. Research/Evidence Based Practice:
9. Cultural Competency:

Required Textbooks:

**Remember to include ATI**

Additional readings and web-based resources may be posted on Moodle and assigned throughout the course.

Required Technology:

Computer requirements: Access to a computer with the most current version of Java (can be downloaded free at http://www.java.com/en/), Microsoft Office suite (can be purchased from the bookstore for $15.00), built in or attached microphone, built in or attached webcam

Internet requirements: access to a stable Internet connection
APPENDIX: Pre-licensure Skills Restrictions List
SONOMA STATE UNIVERSITY
Department of Nursing
Pre-licensure Skills Restrictions List

Skills Students ARE NOT Allowed to Perform during Clinical Experience

John Muir
1. Students will not take any verbal or telephone orders from a physician.
2. Students will not administer any investigational medications nor any chemotherapy.
3. Students will not administer any blood products, as this requires verification by two licensed personnel.
4. Students will not perform arterial punctures.
5. Students will not perform unsupervised access to VAP, PICC or other central lines.
6. Students will not administer IVP medications without direct supervision by the clinical faculty or JMH Staff RN.
7. Students will not titrate any IV medications without direct supervision by the clinical faculty or JMH Staff RN.
8. Students will not remove central lines.
9. Students will not care for patients who require use of an N-95 mask.
10. Students will not transport patients independently between clinical care units.
11. Students will not transport patients in their cars or other personal vehicles.

UCSF Benioff Children’s Hospital
1. Students cannot Prepare and administer IV Chemotherapy.
2. Students cannot Give IV push medications except NS or report flush to maintain IV patency.
3. Students cannot Start IV’s.
4. Students cannot obtain, prepare or administer blood products.
5. Students cannot Administer Hyper-alimentation solutions.
6. Students cannot Accept or report critical results.
7. Students cannot Perform any procedure for which certification is required.
8. Students cannot Perform central line dressing changes except PICC line dressing changes can do.
9. Students cannot Endotracheal and tracheostomy suctioning.
10. Students cannot do Gavage Feeding.
11. Students cannot obtain blood samples from arterial and venous lines.
12. All teaching and discharge care is done in collaboration with the preceptor.

Sutter Santa Rosa Regional Hospital
1. Students will not take any verbal or telephone orders from a physician.
2. Students will not administer any high risk, double co-sign medications, investigational medications or any chemotherapy.
3. Perform any nursing task he/she has not been checked off by their instructor to perform.
4. Serve as one of the two authorized personnel performing the independent double check at the patient’s bedside when preparing or administering High Alert Medications by any route.
5. Students will not administer any blood products, as this requires verification by two licensed personnel.
6. Students will not perform arterial punctures.
7. Precepting students are required to be directly supervised by the preceptor for all IV push medications, with eyes on all steps of the process. Precepting students must be familiar with actions indications and side effects of any medication prior to administration. Approved IV push medications include: hydromorphone, furosemide, morphine, famotidine, pantoprazole, hydrocortisone, methylprednisolone, ondasetron.
8. Precepting students are required t be supervised by the preceptor when flushing central and PICC line with NS.
9. Students will not remove central lines.
10. Students will not draw blood from Central line.
NICU at Sutter Medical Center

1. Students cannot perform Sterile Vaginal Exams unless supported by the preceptor (This is dependent on clinical situation. Data shows that multiple sterile vag exams on a ruptured pt. leads to chorio so check with nurse).
2. Student cannot insert an internal fetal scalp electrode monitors
3. Students cannot insert IUPCs
4. Students cannot start IV’s

Santa Rosa Memorial Hospital

1. Students will not take any verbal or telephone orders from a physician.
2. Students will not administer any investigational medications or any chemotherapy.
3. Students will not administer any blood products, as this requires verification by two licensed personnel.
4. Students will not perform arterial punctures.
5. Students will not perform unsupervised access to VAP, PICC or other central lines.
6. Students will not administer IVP medications without direct supervision by the clinical faculty or Staff RN.
7. Students will not titrate any IV medications without direct supervision by the clinical faculty or Staff RN.
8. Students will not remove central lines.
9. Students will not care for patients who require use of an N-95 mask.
10. Students cannot initiate or discontinue PCA.
11. Students cannot draw blood from a Central line.

NICU

1. Students will not perform arterial or venous punctures
2. Students will not perform heel stick blood draws, except for Blood sugar checks
3. Students will not perform any activity that involves VAP, PICC or other central lines
4. Student will not administer or titrate any medications without direct supervision by the clinical faculty

Kaiser Medical Center

- Receive verbal/telephone orders
- Receive or report critical test values to Physician
- Have unsupervised access to narcotics and/or other controlled substances in the Pyxis
- Serve as one of the two authorized personnel performing the independent double check at the patient’s bedside when preparing or administering High Alert Medications by any route
- Serve as one of the two required authorized personnel when obtaining blood products or identifying patient to receive blood products
- Defibrillate or mix, hang, or push IV High Alert Medications during a Code Blue or other emergency situation
- Administer IVP medications without the direct supervision of the RN/instructor
- Perform arterial sticks
- Administer chemotherapy
- Perform Pyxis override
- Perform any nursing task he/she has not been checked off by their instructor to perform
- Be the primary initial contact informing patients/families of change in patient status or emerging health problems.
- Insert feeding tube with metal Stylet
Queen of the Valley Hospital
1. Students will not take any verbal or telephone orders from a physician.
2. Students will not administer any investigational medications or any chemotherapy.
3. Students will not administer any blood products, as this requires verification by two licensed personnel. However, they may assist in monitoring and taking VS.
4. Students will not perform arterial punctures.
5. Students will not administer IVP medications without direct supervision by the clinical faculty or Staff RN.
6. Students will not titrate any IV medications without direct supervision by the clinical faculty or Staff RN.
7. Students will not remove central lines.
8. Students will not care for patients who require use of an N-95 mask.
9. Students cannot initiate or discontinue PCA.
10. Students will not perform unsupervised access to central lines.
11. Students will not perform unsupervised blood draws from central lines, PICC lines or arterial lines.
12. Students may flush a PICC line with Normal Saline Flush after being checked off in a skills lab and after demonstration of proper procedure by direct observation from Staff RN or instructor.
### The Semester Didactic Topical Outline at a Glance

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Readings</th>
<th>Assignments</th>
<th>Objectives (check those that apply for the week’s lesson)</th>
<th>Core Strands (check those that apply for the week’s lesson)</th>
</tr>
</thead>
</table>
| A row for each week |         | Include ATI if applicable to course |                                   | — Caring  
— Critical Thinking  
— Communication  
— Advocacy/SJ  
— T/L  
— Professionalism  
— Leadership  
— EPB  
— CC | — Assessment  
— Nutrition  
— Pharmacology  
— Pathophysiology  
— Gerontology  
— End of Life  
— Genetics  
— Ethical Care  
— Regulatory standards  
— Life span differences |

### The Semester Clinical Outline at a Glance

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Readings</th>
<th>Assignments</th>
<th>Objectives (check those that apply for the week’s lesson)</th>
<th>Core Strands (check those that apply for the week’s lesson)</th>
</tr>
</thead>
</table>
| A row for each week |         | Include midterm and final clinical evaluation, Rotation dates, clinical orientation, SIM Days, on campus skill days, Post conference topics |                                   | — Caring  
— Critical Thinking  
— Communication  
— Advocacy/SJ  
— T/L  
— Professionalism  
— Leadership  
— EPB  
— CC | — Assessment  
— Nutrition  
— Pharmacology  
— Pathophysiology  
— Gerontology  
— End of Life  
— Genetics  
— Ethical Care  
— Regulatory standards  
— Life span differences |

### Course Assignments Timeline/Point Distribution

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date and Time</th>
<th>Course Objective</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total Course Points</td>
</tr>
</tbody>
</table>
Assignment Descriptions & Rubrics

(Some folks use rubrics other do not. Whatever you use this is intended to help the student succeed on the assignment by your description, point assignment, and/or grading criteria)

Grading Scale: (this is in the Student Handbook and it may not vary)

The following grading scale is consistent with SSU Department of Nursing policy. A final grade of “C” must be earned to successfully pass the course and continue in the nursing major. Assignments in this class add up to 200 points.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>C+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
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<td>74-76</td>
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<tr>
<td>70-73</td>
<td></td>
</tr>
<tr>
<td>60-69</td>
<td></td>
</tr>
<tr>
<td>&lt; 60</td>
<td></td>
</tr>
</tbody>
</table>

Attendance and Assignment Course Policies: (whatever is your policy)

Online Submissions: (just a suggestion)

When participating in online discussions it is strongly recommended that you compose your postings in Microsoft Word .doc or .docx format, then cut and paste into the Moodle discussion area. You can also post attachments as separate files, but it is easier for others to read your writing in Moodle without having to open an attachment. If you choose to attach a file, please be sure that your name is BOTH in the filename of the document AND in the document itself. Carefully proofread all writing and follow APA format. Consult the writing for nurses’ guide on the Moodle site for guidance about style and organization.

Course/Program/University Policies

It is the goal of the University and Department to assist students with their academic success. Policies are in place to assure all students have the opportunity to succeed and receive fair and respectful treatment. Listed below are Course, Department and University policies. The order does not indicate their importance. The Department and University policies may be found in the Student Handbook and your University Catalog. As an informed consumer take an active part in your education by always reading and clarifying these policies. Important University information such as the add/drop policy, cheating and plagiarism policy, grade appeal
procedures, accommodations for students with disabilities and the diversity vision statement can be found at: http://www.sonoma.edu/uaaffairs/policies/studentinfo.shtml

Students found to have cheated or plagiarized in the course may receive an “F” on the assignment and/or “F” in the course. An “F” in the course will require a petition to the faculty to repeat and if approved return pending space available in the following year.

All policies of the Department of Nursing are implemented in this course. These can be found in the Department of Nursing Handbook, at: http://www.sonoma.edu/nursing/nursing_links.shtml

“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 4-2677. 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.” 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.

Netiquette:
Netiquette is a term that relates to acceptable conduct in a web-based environment. We learn when we are challenged to consider different perspectives. However, when you interact with another student in an on-line environment remember that a human being will receive the words you type and has feelings. Improper etiquette in any course-related communication is not professional. At all times, remember this is an academic setting. Ask yourself, “Would I say this in a classroom?” If you encounter a problem with another student, please don’t hesitate to contact the faculty of the course.

General Resources
The Schultz Information Center Nursing Resources are found at http://libguides.sonoma.edu/content.php?pid=16542&sid=663150. Library Services page is at http://library.sonoma.edu/services/ Special tutorials for the library are found at http://library.sonoma.edu/howdoi/default.php

The Information Technology link is http://www.sonoma.edu/it/helpdesk/ and can be reached by phone at 707-664-HELP (4357), or by email helpdesk@sonoma.edu.

APPENDIX: IMMEDIATE SUSPENSION OR PROGRAM DISMISSAL

Students may face program suspension or failure if deception, plagiarism or 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.

1. Description of Performance
   Student assigned to group of two patients in Nursing 407 telemetry floor. Oral meds checked by nurse.
   Student administered incorrect medication to patient. When faculty checked medication system for medication administration, the medication error was discovered. When the faculty approached the student to discuss error the student told the faculty that the medications were given by the nurse and not the student. The faculty approached the nurse to ask about the error and the nurse admitted they did check the meds but the student entered the wrong patient room and gave it to the wrong patient. The faculty re-approached the student who once again denied the error. The faculty removed the student from the clinical floor and told the student they knew it was delivered to the wrong patient. The student admitted the error and replied “all these white haired old ladies look the same.”

2. Course/Program outcome not met
   Practice effective communication skills including acceptance of feedback from faculty and colleagues.
   Demonstrates accountability and responsibility to the self and client
   Demonstrates legal standards of care.
   Administers medications based on scientific knowledge and in accordance with agency policy.

3. Consequences of Student’s behavior
   Course Failure
Sonoma State University Department of Nursing Organizational Chart 2015

The School of Science & Technology Dean
  University Support
    Support Staff
      FNP Director
        FNP Assistant Director
          FNP MSN
          FNP PMSN Cert
          FNP Pathways Faculty Team
      Post-Licensure Director
        CNECM T-Post Faculty Team
      Pre-Licensure Director
        BSN 30 unit Option Faculty Team
      Nursing Student Body

Community and Agency Advisors