



Student Handbook

Academic Year 2008-2009

Welcome to Humboldt State University Department of Nursing.

This Student Handbook is designed to inform students about policies and procedures important to them, the Department of Nursing, Humboldt State University, and the California Board of Nursing. These policies and procedures are reviewed annually and are considered current for this academic year.

However, these policies and procedures are subject to change at any given time. If a change(s) in policy or procedure should become necessary during the academic year, it (they) will occur in the form of an addendum to this Handbook. Students are notified in writing and electronically of new or revised policies that are adopted in the interim between Handbook updates.

Students are required to provide their signature verifying access to and reading/understanding of the Handbook and/or new or revised interim policies. The student's written receipt of policy addendums is placed in the student's file. Written verification of access to/reading/understanding of the Handbook is documented on the Department's "Informational Data" form.

It is important that students keep up-to-date regarding Department, University and California Board of Nursing policies. Therefore, students should periodically review policies that are particular to these entities. As noted, Department policies can be found in this Handbook, which is also available electronically on the Department Moodle website. Current Humboldt State University policies are available in the printed catalog, in the HSU Student Handbook and on University websites. California Board of Nursing polices are available in the Department of Nursing and at www.rn.ca.gov.

We welcome you to Humboldt State University and hope that your education and experience will be both professionally and personally rewarding.

HSU Department of Nursing Faculty

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Introduction

Department of Nursing Vision Statement

The Department of Nursing is an active member of the Humboldt State University community. As such, we will be a premier center of nursing excellence and will aspire to enhance and develop a well-rounded healthcare professional with the capability to promote change in environments beyond oneself.

Department of Nursing Mission Statement

As an integral component of Humboldt State University, the Department of Nursing is committed to serving our communities, ranging from regional-to-global. Our primary role is to foster and facilitate the development of holistic, exemplary nursing professionals who are committed to acting in good conscience to improve the human condition in a diverse and continually evolving healthcare environment.

Affirmative Action/Equal Opportunity

See University Catalog

California Board of Nursing

The Baccalaureate nursing program and its Bridge option for RN's are approved by the California Board of Registered Nursing. The Board's mailing address is: Board of Registered Nursing, P.O. Box 944210, Sacramento, CA 94244-2100. The Board's phone number is: (916) 322-3350. The Board's web address is: <http://www.rn.ca.gov/index.shtml>

Commission on Collegiate Nursing Education Accreditation

The Baccalaureate nursing program and its Bridge option for RN's are fully accredited by the Commission on Collegiate Nursing Education (CCNE), the accrediting arm of the American Association of Colleges of Nursing (AACN). The Commission's mailing address is: American Association of Colleges of Nursing, One Dupont Circle, NW Suite 530, Washington, DC 20036. The Commission's phone number is: Phone: (202) 463-6930. The Commission's phone number is: The commission's web address is: <http://www.aacn.nche.edu/Accreditation/index.htm>

American Holistic Nursing Association Certification

The Baccalaureate nursing program and its Bridge option for RN's are certified by the American Holistic Nurses Association. The Association's address is: American Holistic Nurses Association, 323 N San Francisco St. Suite 201, Flagstaff, Arizona 86001. The Association's phone number is: (800) 278-2462. The Association's web address is: <http://www.ahna.org/>

Department of Nursing Philosophy

In accordance with the philosophy of Humboldt State University (HSU), we believe that baccalaureate nursing education for the professional nurse should encompass a broad background in the liberal arts and sciences.

The faculty believes that the professional nurse, in addition to demonstrating expertise in practice, should be able to think critically, act independently and responsibly, recognize the unique qualities of each client, make a socially significant and personally gratifying contribution to society, and function in a manner consistent with a consciousness of the relationship of the individual to the total environment. The faculty believes that the focus of nursing is the client as an individual, family or community. We believe that the client constantly interacts with the environment and adapts in situations of health and illness throughout the life span. The faculty has organized the curriculum based on views of client, health, environment and nursing. This philosophy is influenced by the theory of Modeling and Role-Modeling (Erickson, Tomlin and Swain, 1983).

Client: Every individual has multiple subsystems, which are biophysical, psychological, sociocultural, and cognitive. Permeating all subsystems are each individual's unique genetic makeup and spiritual drive. We believe that the client of nursing can be an individual, family or community, and that families and communities also exhibit collective subsystems, which are biophysical, psychological, sociocultural, and cognitive. We believe that the client is holistic in that each individual/ family/ community is more than the sum of these subsystems. The client has an instinctual capacity for growth and development and an inherent desire to fulfill self-potential. In addition, each client has self-care knowledge and self-care resources. Through self-care action, internal and external resources are mobilized to achieve health.

Health: The faculty believes that a client's health is not merely an absence of disease or infirmity but rather a dynamic equilibrium among the subsystems. Health is achieved through successful adaptation as the client responds to life stressors. Health and illness exist on a continuum, demonstrating that each client has varying potentials and responses at any time.

Environment: The environment provides a context for the expression and satisfaction of basic needs and cognitive development. Stressors requiring adaptation and resources for adapting are factors, which rise from the environment. These factors may be intrapersonal, interpersonal, or extrapersonal.

Nursing: Nursing is an interactive process between a client and a nurse. Nursing activities are directed toward helping clients prevent illness and to obtain, maintain, regain, or improve health. To advance toward the realization of its goal, nursing must assume a major role in the promotion of health. Through research and collaboration with other health professionals and consumers nursing seeks to improve both the delivery of health care and the quality of health care programs.

The faculty believes that nursing is both an art and an applied science based on biological, physical, behavioral, and cultural disciplines.

The process of nursing involves establishing a relationship with the client. The nurse acts as a facilitator to aid the client in identifying, mobilizing, and developing adaptive capabilities. Nursing care involves modeling - attempting to understand and know the client's personal world and appreciating this world from the client's perspective. By doing this, the nurse is able to nurture and accept the client as unique and worthwhile. By being able to identify the client as a combination of subsystems, the nurse will be able to practice from a holistic perspective. Utilizing the nursing process is the most effective method to aid the client's quest for self-healing. The nursing process involves assessment, diagnosis, planning, implementation, and evaluation. By helping clients identify stressors, adaptive potential, and resources within their functional health patterns, the nurse can utilize the nursing process to promote health.

It is the intent of this faculty to provide a program with a unique experience in rural health care that produces a graduate capable of assuming beginning level nursing practice in any setting. The impact of the rural environment on the student's learning creates a practitioner who is self-reliant in functioning and decision making.

The graduate will be a generalist capable of working independently, having well-developed assessment and primary prevention skills, having sensitivity to diverse cultural populations, and pursuing the goal of lifelong learning to constantly update knowledge and skills.

This baccalaureate nursing program prepares students for leadership roles, emphasis is placed on accountability for behavior of self and awareness of peer performance. By including peer review responsibility, we facilitate the maintenance of quality standards of care. Further, through a program, which encourages the exploration of relevant nursing issues, the students will gain an appreciation of the significance of nursing's contributions to society.

The student who enters the baccalaureate nursing program with prior experience or education in the health field will be expected to meet the same terminal objectives as other students who are without prior experience. The faculty members realize their responsibility and commitment to provide further education for the registered nurses of the North Coast community. We acknowledge and respect individual differences. In response to the current California law regulating nursing, the background of these previously acquired skills and knowledge are recognized, utilized, and built upon. Therefore, these students' focus their learning on the special attributes to be gained from this baccalaureate program; namely re-socialization to the role of a baccalaureate nurse. The students acquire additional bio-psycho-socio-cultural theory, with which they can restructure nursing goals and broaden their knowledge base for more effective decision-making.

We believe that the nurse educated with a baccalaureate degree is a knowledgeable and discriminating consumer of research who appreciates the importance of research in formulating a body of knowledge. The graduate critically analyzes existing theoretical and empirical data, and applies appropriate research findings to improve client care through the use of the nursing process.

Philosophy of Nursing Education

The faculty believes that learning is a continuous process involving development of new insights and resulting in behavioral change. In order to facilitate this process, our educational methods must enable students to learn not only a body of specific knowledge and skills to prepare for a professional career, but also to think creatively and become lifelong self-directed learners. Our education methods take into account the individual differences of our students, including their cultural and ethnic background, learning styles, goals and support systems.

Bruner's concept of discovery learning is consistent with Erickson's approach in Modeling and Role-Modeling, in that the teacher assists the students in identifying, mobilizing and developing their capabilities. The teacher will guide the students' discoveries by activating exploratory behavior, or the desire to explore. Recognizing individual differences among students, we will provide a variety of learning experiences designed to foster optimal development of each student's potential. We also recognize that learning is facilitated by a teacher-student relationship based on mutual trust and respect. Learning must be sequenced in such a way that the student is able to grasp concepts, transfer and transform them, and discover relationships between them.

A variety of teaching methods is necessary to enable students to acquire basic technical skills and knowledge upon which the higher skills can be built. We believe that professional preparedness, creative thinking and the motivation for lifelong self-directed learning is best accomplished through the coordination of didactic teaching and guided discovery learning. Baccalaureate nursing education provides the background necessary for graduate education in nursing. The faculty fosters a graduate who functions with competency, autonomy, flexibility and empathy. The graduate develops interpersonal skills conducive to cooperative and optimal team effort, and develops respect for the dignity and uniqueness of each client. The graduate will demonstrate the highest ethical and professional standards of practice. The faculty realizes that in order to support one another and to help students grow to be professional nurturers and facilitators of holistic health, we must nurture and facilitate ourselves, our colleagues and our students to attain the highest level of functioning.

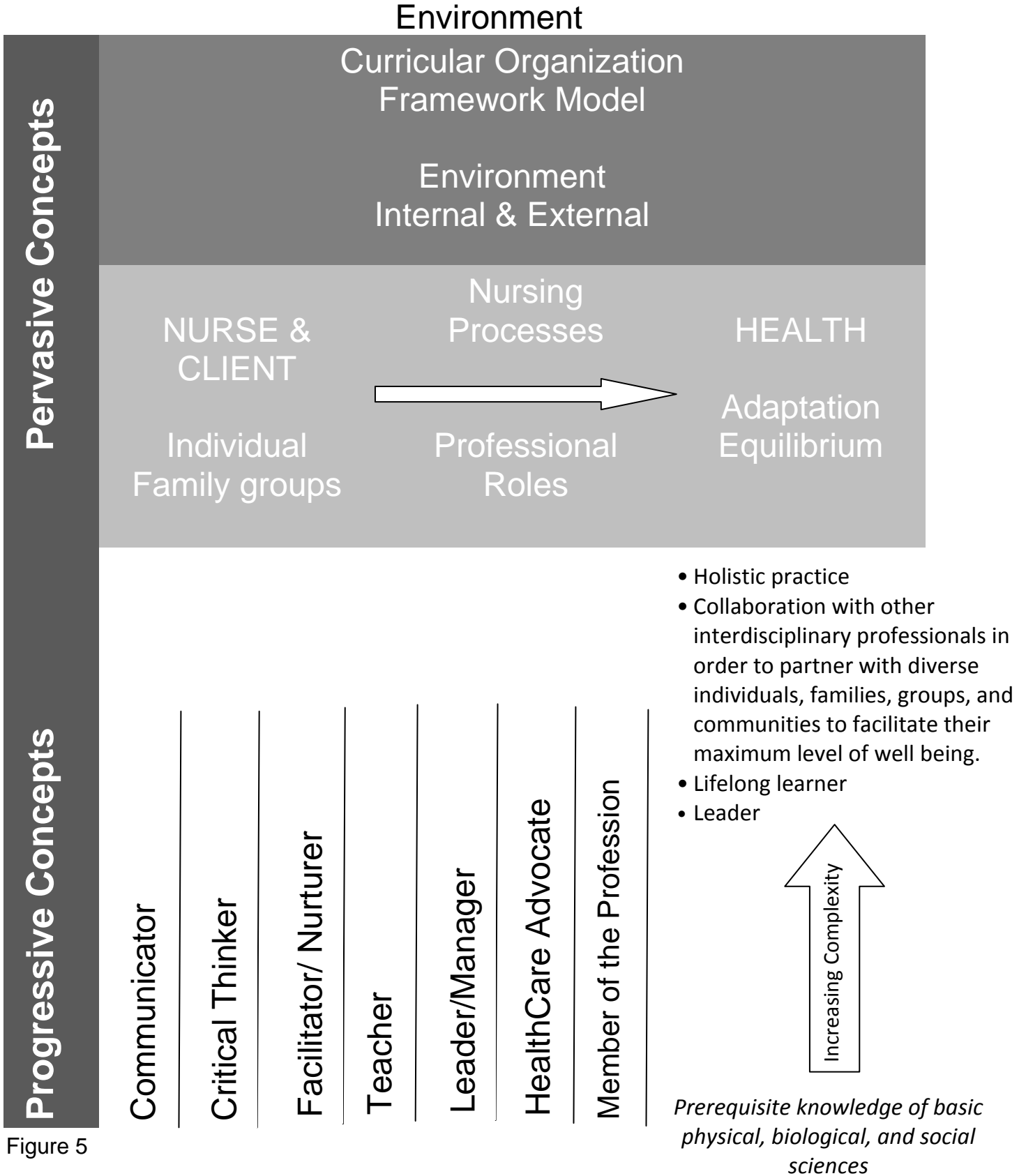


Figure 5

Organizing Framework

The philosophy of the Department of Nursing addresses the major concepts of client, nursing, health and environment. It further elaborates upon these concepts by incorporating bio-psycho-sociocultural-cognitive integrity, illness and health continua, the uniqueness of each individual, and use of the nursing process.

The organizing framework includes both pervasive and progressive curriculum concepts and is based on the nursing theory of Modeling and Role-Modeling (Erickson, Tomlin & Swain, 1983).

Pervasive concepts encompass the entire curriculum. Essential theory is introduced at the entry level and the student matures in his/her use of these concepts throughout the program. The pervasive curricular concepts include: Client (individual, family and community); Nursing (nursing process and nursing roles); Health (adaptation, equilibrium); and Environment (animate and inanimate; intimate and remote). Progressive curricular concepts are the professional roles (Communicator; Critical Thinker; Facilitator/Nurturer; Teacher; Leader/Manager/Coordinator; Advocate; Member of the Profession) the nurse assumes in practice. Additional concepts are presented each semester as students move towards professional status. The student becomes more adept within the nursing role he/she moves from utilizing more standardized and routine interventions to more predictable outcomes, utilizing a holistic approach in problem solving with complex analysis of the total situation.

Throughout all courses, every individual is viewed as having multiple subsystems, which are biophysical, psychological, sociocultural, and cognitive. Knowledge of each of the subsystems is important for the nurse to assess, plan, and intervene for the purpose of acquiring health. Each individual has a unique potential for growth and development, which cannot be exceeded but may be hampered at any stage. Knowledge of human development is important to the nurse in order to understand the reason for particular conditions, adaptations, and illnesses that occur in various maturational and situational developmental stages. Health includes optimal growth and development. Because growth and development can be encouraged or hindered by numerous internal and external factors, it is within the scope of nursing to assess and diagnose delays, obstacles, or potential problems and then plan interventions to facilitate optimal growth and development. The knowledge base, which supports human development, includes normal physiologic development as well as theories of Maslow, Erikson, Piaget and Bowlby. In keeping with Erickson's theory, every individual is viewed as having an inherent desire to fulfill self-potential and a need for perceived control over self care. Therefore, each person has "self-care knowledge". This self-care knowledge, is at some level, a persons ability to know what made him/her sick, lessened his/her effectiveness or interfered with his/her growth and development. The person also knows what will make him or her well. Individuals have self-care resources - internal and external factors that can be used in promoting/regaining health. Self-care action refers to the individual's mobilization of resources to promote an optimal level of holistic health.

Each individual seeking nursing care is a member of a family and community, and in many cases the client of nursing is a family or community. Thus, knowledge of community, traditional family development (Duvall), and current trends in family structure and function are necessary for professional nursing. Students begin their work providing care to a client individual, however, and progress to give care to client families and client communities throughout the nursing program.

Pervasive Curricular Concepts

Client

When individuals, families or communities seek or accept nursing care they become a client of nursing. Knowledge of individuals, groups, families and communities is essential for establishing nurse-client relationships which facilitate an active client role. It is necessary for a nurse to understand client systems to assist each client to obtain health.

Nursing

The purpose of nursing is to facilitate health in collaboration with clients. The 5 aims of intervention given by Erickson, Tomlin, and Swain (1983) establish basic goals for all nurse-client interactions. These aims are:

1. Build Trust
2. Promote client's positive orientation
3. Promote perceived control
4. Affirm and promote client's strengths
5. Set mutual goals that are health directed

When used in practice, these aims permeate all encounters and direct all nursing activities. Nursing care begins from the moment of contact between nurse and client.

Nurses use the nursing process as an application of the scientific problem solving approach to professional nursing care. In keeping with Modeling and Role-Modeling, the nursing process is interactive and interpersonal. The nursing process incorporates 5 steps - assessment, diagnosis, plan, intervention and evaluation. Client data are assessed within Gordon's eleven functional health patterns; (health perception - health management; nutritional - metabolic; elimination; activity - exercise; sleep - rest; cognitive - perceptual; self-perception; role - relationship; sexuality - reproductive; coping - stress tolerance; and, value - belief). The functional health patterns provide a basis for organizing data into nursing concerns. The nurse and client use data to determine actual and potential nursing diagnoses, and collaborative problems amenable to nursing interventions. Nursing problems are written as nursing diagnoses utilizing the NANDA taxonomy or as collaborative problems. Nursing interventions are planned and implemented based on the Modeling and Role-Modeling theory.

Health

Health is a dynamic equilibrium among the subsystems. Health is achieved through successful adaptation as the client responds to life's stressors.

Environment

Environment is both internal and external and provides the context for the nurse client interaction and for the relationship of the client to health. The environment is all that surrounds the client, and influences each person's model of the world. Stressors requiring adaptation and resources for adapting are factors, which arise from the environment. These factors may be intrapersonal, interpersonal or extrapersonal. Personal attributes and strengths, social support, object attachment and sensory preferences are all resources to assess when analyzing environmental influences and planning nursing interventions.

Progressive Curricular Concepts

Communicator

Communication skills are developed progressively throughout the curriculum. The student first learns basic concepts necessary for verbal and written communication before entering nursing classes. In the nursing coursework, the student learns to respect both the verbal and nonverbal communication from clients, and uses standard communication skills to understand the client's perspective and unique model. At the entry level, the student completes a nursing assessment and interview of adult clients. Midway through the curriculum, theory related to family and group communication is added, as are interventions necessary for dealing with pathological communication. Finally, as the student nears degree completion, his or her learning embraces theoretical and practical application of communication skills in the community, including agency and inter-agency communication skills and the role of the nurse as advocate for the client, family and community.

Critical Thinker

As the student progresses through the curriculum, he or she moves from solving problems with more or comparatively predictable outcomes and clearly defined alternatives to solving problems with unpredictable outcomes and no obvious alternatives. Problem solving moves from deductive to inductive reasoning with increasingly independent and creative solutions.

The research process is studied as a type of problem solving process. Study proceeds from a basic understanding of terminology and the steps in the process to interpreting, analyzing, and beginning critiquing of published research. In addition, the student addresses ethical dilemmas as a type of nursing decision. Ability to analyze the facts and understand actions from differing points of view allows students to develop problem solving and critical thinking skills.

Facilitator/ Nurturer

The student understands the nurse is a facilitator as opposed to effector. Thus, the student evaluates the nurse-client relationship and aids clients to identify self-care knowledge and resources. The student will mobilize and develop their own strengths through self-care actions.

Student nurses seek to know and understand the client's personal model of the world with an unconditional acceptance of that client's view. Consistent with Modeling and Role-Modeling theory, progressive integration of cognitive, physiological and affective process is seen with the aim of facilitating the client's move towards holistic health.

Teacher

The student begins by learning basic principles of teaching and learning in the first few semesters of the program. As the student progresses, he or she is expected to plan and implement formal teaching projects to peers, individuals and families. Finally the student applies principles of teaching and learning to client groups in the community. Teaching-learning is the major strategy for planned change utilized in the nursing process.

Leader/ Manager/ Coordinator

Leadership skills begin with learning to manage one's own time during client care. The student then learns to plan and manage care for more than one client throughout the acute and long-term care experience. As the student nears the end of the program, he/she learns to manage care for community based clients, make decisions regarding care of complex clients, and coordinate care between acute care and community care.

Leadership is viewed as a set of actions used to influence the activities of individuals and groups. It is used in management, teaching-learning, advocacy, and planned change. Leadership requires accountability, interpersonal skills, and the judicious use of power. The nurse develops a style of leadership congruent with both individual needs and the administrative framework within which he or she operates.

Advocate

The student studies the political, social, and economic influences on health care; identifies ways in which nurses can influence health care and takes steps to become involved in health care policy. The knowledge and skill related to the activist role are added progressively over the course of the program and in a variety of clinical/laboratory experiences.

Member of the Profession

Students demonstrate a commitment to the profession by describing the characteristics, commitments, and contributions of the professional nurse in society. Students are introduced to the professional and activism functions consistent with standards and norms. This includes personal development.

Program Goal

The goal of the Baccalaureate nursing program is to prepare prospective graduates for holistic practice and collaboration with other interdisciplinary professionals in order to partner with diverse individuals, families, groups, and communities to facilitate their maximum level of well being. As a lifelong learner, the graduate is prepared to assume a leadership role in a range of health care settings, and to pursue further specialization and/or graduate education.

Student Learning Outcomes

Course objectives are derived from the Student Learning Outcomes, which are identified within each course syllabus. The Student Learning Outcomes:

- I. *Synthesize knowledge, nursing theory and practice with biophysical, psychological and socio-cultural sciences and the humanities to gain an understanding of individuals of all ages, families, groups and communities.*
- II. *Utilize Modeling and Role-Modeling within the nursing process to facilitate and nurture growth, development and adaptation in the promotion, maintenance and/or restoration of the health of clients.*
- III. *Utilize appropriate communication skills with clients of all ages and their families within the nursing process and with other health care personnel in appropriate verbal, nonverbal, and written forms.*
- IV. *Adapt nursing care based on knowledge of similarities and differences in people considering values, ethnicity and socio-cultural practices of clients and self.*
- V. *Be accountable for the provision and evaluation of nursing care which conforms to professional standards of quality care and considers the legal parameters and ethical responsibilities of the nurse as well as rights of clients.*
- VI. *Analyze policies and practices for health care delivery and identify appropriate actions for nurses reflective of legal, political, geographic, economic, ethical and social influences.*
- VII. *Utilize teaching and learning principles in both formal and incidental teaching situations for health promotion and health maintenance with peers, individuals, and groups of clients.*
- VIII. *Utilize leadership behaviors with underlying theories of management, communication, and planned change to identify and attain health directed, client centered goals.*
- IX. *Interpret and apply research findings to nursing practice and relate the research process to theory development in nursing.*
- X. *Establish professional relationships and collaborate with other health care providers with an awareness of present and developing roles in nursing and health care.*
- XI. *Develop competent, independent problem solving skills, demonstrate autonomy and seek opportunities for self-directed learning.*
- XII. *Demonstrate a commitment to nursing as a profession.*

Incorporation of Professional Standards and Guidelines

Current nursing science is used as a basis for guiding application of nursing knowledge and implementation of nursing interventions with emphasis on evidence based practice. National and state professional standards of practice are interwoven throughout the curriculum. The American Nurses Association (ANA) “Standards of Practice”, the Commission on Collegiate Nursing Education (CCNE) “Essentials of Baccalaureate Education for Professional Nursing Practice, the American Holistic Nurses Association (AHNA) “Standards and Scope of Practice” and the California Board of Registered Nurses “Nurse Practice Act” guide the provision of nursing education in the Baccalaureate program and its Bridge for RN’s option.

Admission Policies

Admission to the nursing major for all students is a **two-step** process consisting of:

1. Applying to Humboldt University under published guidelines and meeting regular requirements for admission.
 - New applicants to the University MUST apply during the initial filing period to be considered: Fall Semester (October 1- November 30) – Spring semester (August 1-31)
 - These filing periods do not apply to students who have been previously admitted to HSU and currently enrolled at HSU or on an official planned educational leave. Students needing to be readmitted to the University MUST request readmission during the initial filing periods as specified above.
2. Submitting a secondary application to the nursing major directly to the Department of Nursing.
 - All applicants must submit supplemental application directly to the Department of Nursing which must be received or postmarked by the specific deadline: Fall semester (deadline February 1) – Spring Semester (October 1). Priority admission to the program must be given to California residents.

| | <u>Fall Semester Deadlines</u> | <u>Spring Semester Deadlines</u> |
|--|--------------------------------|----------------------------------|
| University application due to HSU Office of Admissions and Records | November 30 | August 31 |
| Application due to the Nursing Department for students who applied in November for Fall semester or in August for Spring semester and to eligible pre-nursing students already enrolled at HSU | February 1 | October 1 |
| Last day to submit transcripts, official tests scores, verification of courses in progress and other pertinent information to the School of Nursing Office | March 1 | November 1 |

Freshmen students, before entering the program, are urged to take a high school chemistry course with a lab, one other lab science course, a high school or college elementary algebra course, and a higher mathematics course. Freshmen accepted to Humboldt State University are admitted as *Pre-nursing majors*. This status enables the student to complete all necessary prerequisite courses, meet with department advisors, and clarify learning objectives.

Transfer students should pay careful attention to the CSU "[transfer student policies](#)" for general education (GE). Students with lower division GE deficits may be denied admission to the university when more applications are received than can be accommodated.

Second Bachelor Degree students should note that only the last 60 units of work are considered in computing overall GPA.

Honorably Discharged Veterans that have been discharged within the last four years and meet minimum requirements are given priority. DD214 papers are sufficient documentation for proof of veteran with honorable discharge.

All Students: In addition to requirements for admission to the university and required prerequisite courses, students must also meet [essential performance standards](#) consistent with the Rehabilitation Act of 1973 and the American Disabilities Act of 1990 (standards are available directly from the Department of Nursing) in order to be admitted into the major. See following policy:

Essential Performance Standards Policy

Background: The Americans with Disabilities Act (ADA) of 1990 was instituted by Congress to prohibit discrimination against qualified individuals with disabilities. Schools of nursing and state university systems, like other state and federally funded entities, are required to comply with the stipulations of the ADA. The ADA defines a qualified individual with a disability as an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires. In addition, the Rehabilitation Act of 1973 prohibits discrimination in admissions of a qualified person with disabilities.

ADA and the Rehabilitation Act of 1973 eligibility requirements vary depending on the type of services, activities, and functions needed in particular areas. Because the practice of nursing is an applied discipline with cognitive, sensory, affective, and motor components, students must be able to perform the functions which are necessary for the safe practice of nursing and essential to the licensing requirements for nursing. Students must be capable of meeting the following eight core performance standards with or without reasonable accommodations in order to be admitted to the Nursing Program at Humboldt State University:

Core Performance Standards

1. Ability to think critically, such that the student can begin to make clinical decisions, identify cause-and-effect relationships with clinical data, and develop nursing care plans.

2. Ability to demonstrate interpersonal abilities such that the student can appropriately interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
3. Ability to clearly communicate in verbal and written forms such that students can communicate nursing actions, interpret client responses, initiate health teaching, document and understand nursing activities, and interact with clients, staff and faculty supervisors.
4. Ability to maneuver in small spaces and move from one place to another such that the student can move around in clients' rooms and bathrooms, into and out of work spaces, access treatment areas, and procure needed emergency materials when indicated. While health care agencies must meet ADA physical access standards, potential clients and equipment may limit the amount of available space in which to move.
5. Ability to demonstrate gross and fine motor skills sufficient to provide safe and effective nursing care such that the student can move and position clients in and out of bed, calibrate and use equipment, and perform cardiopulmonary procedures.
6. Ability to hear well enough to monitor and assess clients health needs such that the student can hear cries for help, alarms on equipment, emergency signals, breath and heart sounds on auscultation, and various overhead codes.
7. Ability to see well enough to observe and assess clients health status and changes in condition such that student can see grimacing, movement, changes in skin color, rashes, and other observed client changes or responses.
8. Ability to have tactile capabilities sufficient for physical assessment such that the student can successfully perform palpation, note changes in skin temperature, perform skills related to therapeutic activities and identify by touch other changes in client condition.

Filing Period for Applying to the University:

Applications to the university should be submitted to the University Office of Admissions and Records. Applications may be made to the University for either Fall or Spring semester, but students intending to apply to the nursing major **MUST** apply to the university by **November 30th for Fall** semester and **August 31 for Spring** semester.

Filing Period for Applying to the Nursing Program:

A separate application for admission to nursing major courses is required. **This application must be filed with the department by February 1st for Fall semester and October 1st for Spring semester *whether or not you have heard from the university about acceptance.***

Only completed application files will be reviewed. Applicants are encouraged to review the application carefully as several items of documentation are necessary.

Failure to meet either filing deadline automatically disqualifies your application.

Application Information for The Department Of Nursing

The selection process for admitting students to the major is based on a ranked point system.

Requirements that must be met in order for your application to be considered:

- 1) California residency
- 2) Overall grade point average (GPA) must be 2.5 or above.
- 3) You must have a "C" grade or higher in each pre-requisite course. Your total GPA for all pre-requisite courses must be 2.5 or higher. Prerequisite courses can only be repeated once.
- 4) Prerequisite courses in progress as of the application deadline are limited to 2 *science* and 2 *non-science* courses as described below.
- 5) Course descriptions for each of the pre-requisite courses excluding *classes taken at HSU or College of the Redwoods*.
- 6) Unofficial transcripts for each college you have attended.
- 7) TEAS score (www.atitesting.com) May be repeated no more than once. For current testing dates at Humboldt State see www.humboldt.edu/~nurs.
- 8) If you are eligible for health care experience or foreign language, you must provide supporting documentation. Supporting documentation involves:
 - Documented evidence for health care experience requires one letter on *official letterhead* describing work experience.
 - Foreign language documentation may be in the form of high school or college transcripts, or an official letter from a fluent speaker that can attest to your abilities.
- 9) Stated ability to meet Essential Core Performance Standards

Pre-Requisite Courses Needed To Be Considered:

Science Courses:

- CHEM 107 (Fundamentals of Chemistry)
- CHEM 117 (Fundamentals of Chemistry for Nursing Students-Organic and Biochemistry)
- ZOO 270 (Human Anatomy)
- ZOO 214 (Elementary Physiology)
- BIOL 210 (Medical Microbiology)

Non-Sciences Courses:

- ENGL 100 (Reading & Composition)
- COMM 100 (Speech)
- STAT 106 (Statistics for Health Sciences)
- A 3 unit Critical Thinking Course (G.E. Area A).
-

These courses **MUST** be completed by the end of the spring semester for Fall applicants (and Fall semester for Spring applicants) following application to the major.

Only complete application files are considered by the Nursing Department Admissions Committee. *It is the responsibility of the applicant to verify that the file is complete before the submission of the application.*

Applications will be screened during the Spring semester for Fall applicants and Fall semester for Spring applicants. This process usually takes 2-3 months.

We will notify you by email provided by you in the application. Students who are provisionally accepted will be notified first. Final notification regarding acceptance into the major are sent after final grades are received for Spring term course work. *This notification is distinctly separate from correspondence related to University acceptance.* **All prerequisite course work must be completed by the end of Spring semester for Fall Applicants (Fall for Spring applicants); summer completion is not acceptable.**

Points for Determining Ranked Admission

Points are awarded in the following categories – 1) Prerequisite GPA, 2) Overall GPA, 3) TEAS Score, 4) Health-Related Experience, 5) Foreign Language Competency, 6) Local Service Area Residency.

I. Prerequisite GPA (55 points possible)

Points are awarded according to the calculated GPA (HSU formula) for these courses:

- Chemistry 107, (Fundamentals of Chemistry);
- Chemistry 117, (Fundamentals of Chemistry for Nursing Students);
- Zoology 270, (Human Anatomy);
- Zoology 214, (Elementary Physiology);
- English 100, (Reading & Composition);
- Communication 100, (Speech);
- Biology 210, (Medical Microbiology);
- Statistics 106, (Statistics for Health Sciences);
- Critical Thinking 3 units, (G.E. Area A).

| | |
|-----------------------|-----------|
| GPA of 3.70 or higher | 55 points |
| GPA of 3.30 to 3.69 | 45 points |
| GPA of 3.00 to 3.29 | 35points |
| GPA of 2.70 to 2.99 | 25 points |
| GPA of 2.50 to 2.69 | 15 points |

| | |
|--------|--------|
| A=4.0 | C+=2.3 |
| A-=3.7 | C=2.0 |
| B+=3.3 | C-=1.7 |
| B=3.00 | D+=1.3 |
| B-=2.7 | D=1.0 |

II. Overall GPA (15 points possible) - Computed on work completed prior to the November 30th (August 31) HSU deadline.

| | |
|-----------------------|-----------|
| GPA of 3.70 or higher | 15 points |
| GPA of 3.30 to 3.69 | 12 points |
| GPA of 3.00 to 3.29 | 9 points |
| GPA of 2.70 to 2.99 | 6 points |
| GPA of 2.50 to 2.69 | 3 points |

III. TEAS scores- Percentile Rank- Program (20 points possible)

| | |
|---------|-----------|
| 75 or > | 20 points |
| 55-74 | 15 points |
| 40-54 | 10 points |
| 39 or < | 5 points |

IV. Health Related Experience (5 points possible)

Paid employment or volunteer experience in a health care setting providing direct patient interaction

Fill out the Health Care Experience form and attach documentation on letterhead by employer or volunteer coordinator describing the activities performed.

- 1-2 points 30-60 hours of work experience with no certification or special training, or volunteer experience
- 3-4 points Training or certification of 150 hours or less (e.g. CNA, EMT, HHA, Phlebotomist) and no work experience; or 60-150 hours of work experience with no certification or special training, or volunteer experience
- 5 points Training or certification of greater than 150 hours (e.g. LVN, Psych Tech, Paramedic) or greater than 150 hours of work experience with no certification or special training, or volunteer experience

V. Second Language Proficiency (5 points possible)

Language proficiency in English and one other language (including ASL)

Proficiency in second language may be documented by 3 years of high school, 2 years of college (ASL only 2 semesters required), or letterhead from a professional who is fluent in the language.

VI. Local Applicant Additional Points (5 points)

Local service area residency documented by mailing address in Humboldt, Trinity or Del Norte County

Summary of Courses Required for the Nursing Major

I. Non-Nursing Courses Required For Degree

| A. Prerequisites <i>(Required for admissions consideration)</i> | B. Concurrent with major courses (Required completion within 1st year of program) |
|--|--|
| <ul style="list-style-type: none"> ▪ CHEM 107- Fundamentals of Chemistry ▪ CHEM 117- Nursing Chemistry ▪ ZOO 214- Elem. Physiology** ▪ ENG 100- First Year Reading & Composition ▪ COM 100- Fundamentals of Speech Communication ▪ ZOO 270- Human Anatomy ▪ BIO 210 - Medical Microbiology** ▪ STAT 106- Statistics for Health Sciences* ▪ AREA A (3)- Critical Thinking (3 units) | <ul style="list-style-type: none"> ▪ PSYCH 311- Human Development ▪ HED 231- Human Nutrition ▪ PSYCH 104- Introduction to Psychology ▪ SOC 104 - Introduction to Sociology –or- ▪ ANTH104- Cultural Anthropology |

*ELM score of 550+ needed for enrollment (unless exempted by SAT math score)

** Biology 105 or equivalent is required before taking these courses.

Note: Chemistry 107, 109 or equivalent is required before taking Biology 105 at HSU

^Honors or Advanced Placement (AP) courses taken in 11th and 12th grades with grades of C or higher are awarded prerequisite credit only. If a score of 4-5 is achieved.

II. NURSING COURSES REQUIRED FOR THE B.S. DEGREE (To be completed during the program)

- NURS 260 Health Assessment Skills
- NURS 261 Fundamental Nursing Skills
- NURS 262 Theory Based Nursing Practice
- NURS 264 Nursing Interventions for Adult Clients
- NURS 360 Pathophysiology & Pharmacology
- NURS 362 Psychiatric Nursing
- NURS 363 Gerontological Nursing
- NURS 364 Maternal/Child/Family Nursing
- NURS 462 Community Health Nursing
- NURS 464 Leadership and Decision Making
- NURS 495 Application of Research in Nursing

Alternate List Procedures

Due to limited enrollment in the HSU nursing major, an Alternate List is utilized. All qualified applicants for a specific semester are ranked according to their score total. When the class is filled, students who meet admission requirements are placed on an Alternate List. Rank-order for candidates who applied by the respective Fall/Spring deadlines will determine rank on the Alternate List for that semester. When program space becomes available for the Fall/Spring semester, students on the List will be notified. Students have the right to accept or decline

admission. If a student declines admission, the student relinquishes her/his position on the Alternate List and must RESTART the nursing major application process (excluding the HSU admission if currently enrolled).

Students on the Alternate List who do not get the opportunity to enter the nursing major due to lack of space will be eligible for admission consideration for the next semester; however these students MUST reapply. Therefore, students are encouraged to confer with our Admissions Processor about improving their scores for the next application. They may also take non-nursing courses within the major during this time in their efforts to meet admission/selection criteria for admission consideration. During this time, students are encouraged to meet with their advisor regarding taking general education/support courses. STUDENTS MUST CONTINUE TO MEET ALL ADMISSION REQUIREMENTS UP UNTIL THE TIME THEY ENTER THE NURSING PROGRAM.

Admission Policies: Registered Nurse Seeking a Baccalaureate Degree, Major in Nursing

See Catalogue

Admission Policies: Licensed Vocational Nurse Seeking a Bachelor Of Science In Nursing:

Humboldt State University Department of Nursing provides the opportunity for the L.V.N. to earn a B.S. degree with a major in nursing without requiring repetition of formal education. Because backgrounds differ, requirements for the L.V.N. are organized to concentrating on those areas where more knowledge is needed or desired and demonstrating those areas of competence previously learned. Ability in basic skills is acknowledged if an individual is currently licensed as an L.V.N. in California.

L.V.N. students become generic students at the beginning of the Nursing 300 courses and will need all course requirements (lab and lecture) from then on as regularly enrolled prerequisite courses for the nursing major with the exception of Statistics 106 prior to entrance into the 300 series courses. The support courses are heavily utilized in the upper division nursing courses so that a student without that background would be academically disadvantaged in completing course requirements. Students are encouraged to see an advisor in the Department of Nursing to plan an individualized schedule for completing required support courses and nursing courses.

Challenging Of Nursing Courses

A combination of vocational nursing courses, licensure and practice enables a student to challenge portions of the Nursing 200 curriculum. The amount of review, study and class attendance needed to successfully pass the theoretical content and clinical application will vary with each student. The L.V.N. must challenge Nursing 260, 262, 268, as individual courses. Prior to initiating the individual course challenge pathways, the L.V.N. must be accepted by the Department as a nursing major (refer to the criteria for admission to the major - not the premajor) and have no more than six (6) other courses outstanding which are required for the Nursing 300 series courses.

Individual Course Challenge

Each course may be challenged individually during the semester in which it is offered. A contract is written between the student and the faculty based on the syllabus for that semester. The student may elect to challenge the classroom content and/or clinical requirements of each course. The student is welcome to complete either portion of each course as a regularly enrolled student if desired. If the student elects to complete both the classroom and clinical requirements in the same manner as the generic students, he/she would not file a challenge petition for the course.

If a student is undecided about whether he/she wishes or needs to fulfill the requirements of any of the first semester courses as a regularly enrolled student, he/she may make a written request to challenge the content of a course. Theory and laboratory challenges may be done in either fall or spring semester. The student must successfully pass the theoretical content exam for nursing 262 prior to completing the clinical challenge. All 200 series requirements must be met prior to continuation to 300 series courses

The “29 Unit Semester Option” To Prepare L.V.N.’S For R.N. Licensing Exam

The “29 unit semester option” is a specialized program for the Licensed Vocational Nurse who wishes to take the R.N. licensing examination, but is not interested in pursuing a baccalaureate degree.

In order to take this option, the LVN must first be admitted to the University as a nursing pre-major. LVNs pursuing the “29”unit option will not be held to the regular university admissions requirements.

A nursing advisor will be assigned to the student to discuss individual direction. The student shall then make a written request to the department chair who shall act on the request based on availability of faculty and clinical space.

The Plan is as Follows:

Non-nursing Course Requirements:

Biology 210 (Microbiology).....4 units

Zoology 214 (Physiology)..... 5 units

Nursing Course Requirements:

Nursing 470- LEADERSHIP/MANAGEMENT IN NURSING (3 units)

Addresses concepts of leadership and management as they apply to the professional nurse

Nursing 368- CLINICAL NURSING II (6 units)

Pharmacologic applications and concepts of physiological and biological alterations in body structures and functions, emphasizes diseases common to adult clients

Nursing 372- PSYCHIATRIC NURSING (4 units)

Emphasizes using nursing process with clients experiencing mental health disorders

Nursing 468- Clinical Nursing III (7 units)

Emphasizes using nursing process working with clients experiences bio-psycho-socio-cultural aspects of aging

The student's individual needs will be identified to determine how he or she can make expeditious progress in the program. A student must achieve a minimum of "C" (2.0) in each nursing and non-nursing course. If a student wishes to repeat a course in which a "C" (2.0) was not achieved, they must show evidence of what has changed or will change that will make repeating the course successful.

Academic/ Clinical Policies

Nursing Major Grading/Progression Policies

The Department of Nursing abides by University grading policies described in the catalog under "Academic Regulations," under "Course of Instruction: Nursing," and under the University Faculty Handbook, Section 314, 315, 329, and 334.

The Department of Nursing, in accordance with the California Board of Registered Nursing policy, has determined that a grade of "C" is the minimum acceptable grade for enabling a student to proceed to the next Nursing course. Each student must demonstrate achievement equivalent to a grade of "C" or higher in both the theory and clinical portions of each course in order to pass the course. The same grade standard is applicable for co-requisite courses. If grades are not given for a clinical portion of the course, the student must demonstrate a "Passing" evaluation for that clinical rotation. The following policies exist if a student is unsuccessful in a Nursing course:

1. If a student fails the theory portion of the course, he/she must repeat the entire course. Students may approach the faculty regarding a special contract for clinical performance if they have previously been successful, but are not automatically excused from any portion of the clinical requirements.
2. If a student fails the clinical portion of the course, he/she must repeat the entire course.
3. If a student fails a nursing course, he/she must request readmission on a "space available" basis. While every effort will be made to allow students readmission, there are a finite number of clinical placements available. Students are encouraged to stay in touch with the Department of Nursing and the Department Chairperson should this unfortunate circumstance occur.
4. If a student fails a course, he/she MAY NOT reapply to the major simply to reserve a clinical space in the sequence of courses.
5. At least 70% of all nursing course grades shall be based on test performance. Average of test scores must be 73% or higher for the course to be passed.
6. The grading scale used in the Department of Nursing shall be as follows: 93 -100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 60-69 = D; <60 = F. Scores of 0.5 or higher will be rounded to the next highest number.

Progression/Continuation in the Nursing Major

Students in the Nursing major will be considered a continuing student and be eligible for the next semester's nursing courses if:

1. All previous nursing courses and appropriate co-requisite courses have been completed with a grade of "C" (2.0) or better; and all prerequisites courses for the subsequent nursing courses have been completed with a grade of "C" (2.0) or better.
2. Any "incomplete" grade in a nursing course must be addressed by a contract for course completion on file in the department office. The contract completion date must be adhered to, and will address final course requirements of the course in question. Failure to complete contractual requirements nullifies the student's right to continue to the next semester's nursing courses.

Repeating a Course

Students receiving a final course grade of "C-" or below in any nursing course may repeat that course only once. A student may repeat only two (2) nursing courses throughout the entire curriculum.

Interruption of Progression Through The Nursing Major

In the event a student must interrupt his/her progression through the nursing major (stop-out) it is his/her responsibility to notify his/her advisor.

It is then the student's responsibility to:

- a. Make an appointment and meet with the Department Chair to review a student's action plan and department requirements
- b. Notify the appropriate faculty of the courses he/she is presently enrolled in
- c. Notify his/her current clinical faculty (if different from course faculty) of his/her intentions
- d. Complete the Readmission Application for the nursing major if continuation to degree completion become an option

Re-Admission Requirements

The following students are considered non-continuing students and may seek re-admission to the nursing major:

1. Students who do not meet progression/continuation criteria;
2. Students who fail any required nursing course and/or;
3. Students who have a disruption in sequential nursing courses for one academic semester or more, excluding summer sessions.

Prior to re-admission, the student must:

1. Correct any deficiencies
2. Meet the admission requirements of the major

3. Complete a nursing readmission application a minimum of 6 weeks prior to the beginning of the semester in which he or she seeks readmission

Re-admission to the nursing major cannot be guaranteed; “space available” slots are filled based on the date of qualified re-admission applications.

A student applying for transfer from another nursing program must meet minimum admission requirements including pre- and co-requisites. His or her course work will be reviewed by the Department Chair and appropriate faculty. Transfer into the nursing program will be on a space available basis after non-continuing nursing majors who are eligible for re-admission.

Graduation Requirements:

In order to graduate from the nursing program, the student must complete:

- a. All requirements for each nursing course in the degree curriculum
- b. A minimum of a “C” in all nursing required general education and support courses
- c. A minimum of 124 semester hours successfully
- d. All required ATI exams (Content Mastery and NCLEX Comprehensive Predictor) at or above the minimal required proficiency level.

Academic Advising

Advising in departments that are a part of the College of Natural Resources and Sciences is mandatory for all students. Advising is not limited to the period of time associated with registration for subsequent terms. Students are encouraged to meet with their advisors during the regularly scheduled office hours posted by the faculty. It is the student's responsibility to see his/her advisor and/or attend group advising sessions at least twice a year and more often if the student is experiencing academic difficulty. Early advisement is strongly encouraged. Registration materials are available from faculty advisors during advertised pre-registration cycles.

ATI Policy

The nursing program at HSU has your complete success as its top priority. To that end, we utilize a comprehensive program of quality assessment called ATI. These twelve sets of modules and exams have proven to increase student success in both program content and NCLEX pass rates (atitesting.com). Students are introduced to ATI through the TEAS exam prior to entering the program. The first semester you will be taking the Critical Thinking Entrance exam, and just prior to graduation the student will take the Critical Thinking Exit Exam. Each Mastery ATI course follows the program algorithm for testing and, if necessary, remediation and retesting. These courses include Fundamentals, Pharmacology, Medical-Surgical Nursing, Mental Health, Maternal Newborn, Nursing Care of Children, Leadership and Management, Community Health Nursing. In addition, the program utilizes a capstone exam, the RN Comprehensive Predictor to predict your ability to pass the NCLEX-RN licensure exam; with designated benchmarks the student must meet in order to graduate. We encourage you to ask your faculty any questions you may have regarding

ATI and its measures of your academic success in nursing. Please see algorithm below for ATI pass/fail decision points.

Each ATI exam is associated with a nursing course. Passing each ATI Exam that is associated with a nursing course is a course requirement for that course. You will be allowed up to 2 tries to successfully pass each ATI Exam, within the context of its associated course, which means you must pass the ATI Exam to pass the course, for every exam and every course an exam is associated with.

If you do not pass an ATI exam after two attempts, you will receive an “Incomplete” grade for the course that the exam is associated with. In addition, you will be given two weeks from the date you received your exam results to meet with the faculty of record for the course (or the Department Chair if the faculty of record is unavailable) to present a letter/plan precisely detailing the steps you plan to take (prep classes, study materials, methods, time-frame, etc) to prepare for re-taking the exam a final time. If the faculty of record is satisfied by the remediation plan, a 3rd attempt will be granted. This 3rd retake must be completed within six weeks from the date of the second failure.

Students who have received an “Incomplete” for an ATI associated course pending successful completion of an ATI exam will be allowed provisional enrollment into the subsequent, next-semester nursing courses. However, if failure of the 3rd exam should occur, those courses must be dropped, and the course the failed ATI exam is associated with must be retaken on a space available basis.

Exceptions:

1. The ATI Exam associated with the Fundamentals in Adult Care course taken in the first semester is not given until the following semester. Students who fail this exam will be given three attempts to pass the exam within 6 weeks of receiving exam results. Should the exam not be passed after three attempts, students who are in this situation must drop the second semester courses and the course the failed ATI exam is associated with must be retaken on a space available basis.
2. The Pharmacology ATI exam is not given in conjunction with the course. This allows incorporation of the pharmacology elements of the Maternal/Child health, Pediatrics, and Mental Health courses. This exam is not mandatory for students although it is highly encouraged. Pass rates on this specific ATI exam are not related to course grades, program progression or graduation.
3. A Comprehensive NCLEX-RN ATI Exam is given in the final semester before graduation. If a student does not meet the benchmark, graduation cannot occur until the “Incomplete” grade for the associated course is removed. The student in this situation may continue to take the ATI Comprehensive NCLEX-RN Exam until the time period for conversion of the “Incomplete” to a course grade runs out. (Revised 01/2009)

ATI Algorithm Humboldt State University Nursing

Students submit non-proctored results of 90% or above one week prior to scheduled proctored exam. Students are given printed list of all module proficiency data.

Student Takes Proctored Diagnostic Exam

Student achieves a Passing score of Level 1 Proficiency

Extra Course Exam Credit for:

Level II Proficiency 5 points
(Not to exceed 2% of grade)

Level III Proficiency 10 points
(Not to exceed 4% of grade)

Student achieves a non-passing score below Level 1 proficiency
No extra Credit points for retesting

Student schedules an appointment with course designee within one week after the exam to discuss results

1. Review suggested content areas in model, DVDs and textbook
2. Complete second non-proctored exam until a score of 100% is achieved
3. Submit a copy of results of online practice exam to course designee as soon as 100% is achieved
4. A grade of incomplete will be assigned until student passes proctored exam on stipulated date

Student retakes Proctored Exam on stipulated date

Student achieves passing score at Level I proficiency

Course grade will be changed to "IP"

Baccalaureate Curriculum Plan

Five Semester Model – Admit 30 each semester

| Sem-ester | Course | Course Name | Units | Lab hrs | Comments |
|------------------|---------------|---|--------------------|----------------|--|
| 1 (10U) | Nurs 260 | Holistic Health Assessment | 2 U lab | 90 | include therapeutic communication |
| | Nurs 262 | Foundations of Professional Nursing | 3 U lec | | open to pre-nursing majors, theory |
| | Nurs 268 | Clinical Nursing I: Foundations in Adult Responses to Health and Illness | 5 U (2 lec/ 3 lab) | 135 | skills, beginning MS & geri |
| 2 (10U) | Nurs 360 | Pathophysiology & Pharmacotherapeutics in Health Care | 4 U lec | | open to non-majors, upper div Area B |
| | Nurs 368 | Clinical Nursing II: Critical Thinking in Adult Responses to Health and Illness | 7 U (3 lec/ 4 lab) | 180 | med-surg & geri (clin in acute & long-term care) |
| 3 (12U) | Nurs 372 | Psychiatric - Mental Health Nursing | 4 U (2 lec/ 2 lab) | 90 | |
| | Nurs 374 | Maternal/Child/ Family Nursing | 8 U (4 lec/ 4 lab) | 180 | |
| 4 (12U) | Nurs 462 | Community as Client and Public Health Practice | 6 U (3 lec/ 3 lab) | 135 | incorporate community based geri, precepted |
| | Nurs 468 | Clinical Nursing III: Analysis of Adults with Complex Needs | 6 U (3 lec/ 3 lab) | 135 | advanced med-surg & geri |
| 5 (10U) | Nurs 470 | Leadership and Professional Nursing Practice | 3 U lec | | include outcomes assessment & prep for practice, pre-licensure |
| | Nurs 472 | Senior Clinical Capstone | 4 U lab | 180 | co-requisite with N470, precepted, |
| | Nurs 495 | Introduction of Research & Scholarship for Professional Nursing Practice | 3 U lec | | |

Bridge Option Curriculum Plan

Required Nursing Course

First Year (Junior level or "Bridge")

*N353 Applying Concepts: Adult Health Nursing 8 units
Self-study review of adult nursing concepts using the American Testing Incorporated (ATI) texts and non-proctored on-line practice exams, finalizing in completing a two module proctored exam.

*N354 Applying Concepts: Mental Health Nursing 4 units
Self-study review of mental health nursing concepts using the American Testing Incorporated (ATI) texts and non-proctored on-line practice exams, finalizing in completing a proctored exam.

*N355 Applying Concepts: Maternal/Child Nursing 8 units
Self-study review of maternity and pediatric concepts using the American Testing Incorporated (ATI) texts and non-proctored on-line practice exams, finalizing in completing a proctored exam on each subject.

N357 Concepts in Professional Nursing 3 units
Provides the returning RN student with the opportunity to review and explore today's nursing practice in light of ever changing thought and technology. Introduces HSU nursing curriculum and philosophy

N358 Bridging Concepts for the RN 3 units
This course introduces the Modeling and Role-Modeling nursing theory and is built around related concepts facilitating the transition of the RN from current knowledge levels to the baccalaureate nursing curriculum.

N359 Application of Theory to Current Clinical Practice 3 units
This course applies the Department's academic themes to current clinical scenarios: using Holistic practice & Modeling/Role-Modeling, being evidenced-based, identifying the latest trends in clinical care.

N460 Clinical Application of Health Assessment 2 units
On-line course builds on assessment skills to delineate common variances of normal and detect abnormal and potentially abnormal findings in adults. (Course may be challenged)

N357, N358, and N359 may be primarily independent study if a large enough enrollment is not available to offer them in traditional class format.

*N353, N354, and N355 acknowledge content mastered in the RN's pre-licensure program and provide review of current clinical concepts in each discipline. Though these three courses grant a total of 20 units, the work load is approximately equivalent to a one- or two-unit course.

Second Year (Senior Level)

Nursing 462 Community Health Nursing 6 units

This clinical course prepares the student to practice as a community health nurse and obtain a public health certificate. Student may submit letter from supervisor outlining recent community health experience to challenge some of the N462 requirements; approval of course modification must be made by the faculty. Course is 3 hours of on campus lecture and two 8 hour clinical days/week.

Nursing 465 Leadership and Decision Making for RNs 4 units

Independent study course looks at the major tenets and theories of sound management, practice and leadership skill. Student will be required to complete a major leadership project in their clinical setting.

Nursing 495 Application of Research in Nursing 3 units

Student Files

Individual student files are maintained and secured in a locked cabinet in the Department of Nursing. This confidential file contains a student's personal information related to admission to the nursing major, progression throughout the program, and information related to graduation. A file is maintained for each student in the major. Upon graduation, the student files continue to be secured in locked cabinets in the Department of Nursing. Students' financial aid records are in the Office of Financial Aid.

The student's nursing advisor and/or faculty and the Department of Nursing Administrative Staff have access to the student files. Students have access to their file ONLY via assistance from a nursing advisor and/or faculty.

The contents of the student files may include, but are not limited to: Acceptance letters, Essential Performance Standards forms, health information regarding vaccinations and insurance, proof of auto insurance, transcripts, clinical performance appraisals, advising documents, and student-faculty conference notes.

Student conference notes are completed by faculty following pertinent discussions with students. When these documents are completed, they are signed by both faculty and student involved when possible. Also, when possible, a copy of the signed student conference document is provided to the students. Students may obtain copies of the documents in the file via his/her advisor and/or the Administrative Assistant.

Student Responsibilities In Meeting Course Requirements

The student enrolled in the nursing major will:

- Assume responsibility for all classroom preparation, class and clinical sessions.

- Attend all scheduled class and clinical sessions, seminars, demonstrations, field trips, and workshops as designated (Refer to Attendance Policy, HSU Catalog and individual course syllabus)
- Arrive on time for class.
- Excused absences include academically related and institutional sponsored activities. All other absences must be cleared with the faculty. It is the faculty's decision to determine if the absence is excused or unexcused (Refer to Attendance Policy, HSU Catalog).
- Hand in assignments at the time and day designated by the faculty.
- Be expected to practice honesty at all times. Misconduct of academic or other university designated misconduct will NOT be tolerated (Refer to Academic Honesty/Dishonesty Policy/Code, HSU Catalog).

Classroom Expectations

Be on time to class, in order not to disrupt the learning of other students. It is not appropriate to leave repeatedly during class, eat noisily or bring children to class. Both subject matter and form of lecture delivery may be of a sensitive nature. Confidentiality is also of key importance and must absolutely be honored. If it is necessary to miss class, the student retains the responsibility for all content discussed. Tape recorders may be used in class with individual faculty permission. If the faculty member elects not to allow taping, that request must be adhered to. Every effort will be made to notify students in advance of any changes to lecture schedules.

Cell Phone Policy

While the faculty in the Department of Nursing understands that many students would like to be readily available to family and work contacts, the indiscriminate use of cell phones and pagers is disruptive. Consequently, cell phones and pagers may not be used under the following condition:

In any nursing class or during any clinical learning experience, cell phones must be turned off, except as designated by faculty. In case of emergency, the Nursing Department staff can relay messages to students in lecture classes. If lecture classes are scheduled after the Department's office has closed, the faculty in those classes will determine the conditions under which cell phones may be used.

Academic Misconduct

The Department of Nursing does not tolerate Academic Misconduct by students in nursing or support courses. When the faculty member has substantial evidence that Academic Misconduct has occurred, the faculty member can determine the degree of penalty within the faculty member's own jurisdiction (i.e., providing a failing grade). Students may appeal this decision

through the “Academic Misconduct and Grade Appeal Process” found in the HSU “Grievance Procedure” policies outlined in the HSU catalog.

Clinical Policies

Clinical Expectations

Off campus labs are specialized practice sites. We are guests in clinical agencies so must always be attentive to the issues of safety, privacy, conduct, dress, and communication.

Students are expected to attend all assigned clinical labs including orientation and select ancillary site visits. There are also a series of community based experiences throughout the nursing curriculum which serve to reinforce some acute care experiences. Unexcused absences are not acceptable and could result in course failure. If you are ill, contact your faculty member. You may be asked to document your illness, obtain a release to return to clinical, and/or may need to make up clinical hours following an absence. It is typical that nursing faculty will overview what they want you to do if ill during initial course/clinical orientation sessions. If you don't know, ask. Students are not to be in clinical agencies except as directed by faculty. Work hours in health care agencies cannot be used in lieu of clinical hours.

Student Responsibilities in Meeting Clinical Requirements

The student will:

- Attend all scheduled clinical sessions, both on campus and off.
- Notify clinical faculty of any absence and follow requirements in syllabus
- Be prepared to manage assigned experiences
- Participate in various patient care delivery modes during clinical experiences in a variety of agencies.
- Maintain client confidentiality and safety

Client Confidentiality

Confidentiality is a critical aspect of the role of the professional nurse. **All** client information, including admission status, is considered confidential and is not to be released in the absence of appropriate approval. Given the sensitive, highly personal nature of health services, and federal HIPPA regulations, students and faculty have an obligation to ensure that the legal, ethical, and moral standards of confidentiality are upheld. Any breach of confidentiality is to be treated as a disciplinary matter. Refer to the “Student Removal/Dismissal” policy in this Handbook. Students are required to sign confidentiality statements at the request of participating healthcare facilities.

Substance Abuse & Sanctions

Review the current HSU catalog for substance abuse policies and sanctions.

Impaired Student Performance

The faculty of the Department of Nursing at Humboldt State University concur with the California Board of Registered Nursing in regards to nursing students who are impaired by alcoholism, drug abuse and emotional illness. This philosophical position is as follows:

1. We recognize that alcoholism, drug abuse and emotional illness are diseases and should be treated as such.
2. We are aware that personal and health problems arising from these diseases can affect a student's academic and clinical performance and that the impaired nursing student is a danger to self and a grave danger to the patients in his or her care.
3. We believe that Nursing students who develop these diseases can be helped to recover.
4. We agree that it is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness.
5. We acknowledge that confidential handling of the diagnosis and treatment of these diseases is essential.

Furthermore, we feel that any behavior observed by a clinical instructor which may be indicative of use of mind-altering substances and/or emotional instability and which could be potentially dangerous to a client's health and safety is cause for immediate removal of that student from the clinical area.

Should a student be removed from the clinical area for this reason, a meeting between the student and instructor will take place as soon as possible after the incident to discuss the matter. The instructor will notify the Department Chair in instances involving use and/or abuse of mind-altering substances, emotional instability, or any other behavior which would be grounds for discipline by the Board of Registered Nursing.

If necessary, referrals for treatment will be made to appropriate campus or community agencies.

This policy will also provide factual information to student's about (a) HSU's policy on drug or alcohol abuse and emotional illness; (b) The Board of Registered Nursing's rules and regulations on drug or alcohol abuse and emotional illness by licensees or applicants; and (c) Available resources on the campus and in the local community for students impaired by alcoholism, drug abuse or emotional illness.

Transportation to Clinical Facilities


Clinical rotations will be scheduled throughout the week (weekends included) and may occur at any time during the 24 hour day in locations **anywhere in Humboldt/ Del Norte**

counties. To successfully meet learning goals, students must be able to get to off-campus placements. Students are expected to have reliable transportation.

Professional Appearance And Uniform Requirements

Students associated with the Department of Nursing are expected to maintain a Professional appearance. Professional appearance relates to clothing, hair, nails, shoes, carriage and communication. Students' appearance should not risk offending or disturbing clients. Students must recognize that nursing is a service-oriented profession. On campus students are certainly free to express themselves in highly individual ways. In clinical agencies, however, students are active learners and are, in essence, guests in these agencies. Recognition of this status means that students must adhere to all agency policies and guidelines including acceptable attire and behavior.

Some clinical settings, such as those used by Community Health and Mental Health/Gerontology, have specific professional dress requirements other than the uniform. PLEASE REFER TO COURSE SYLLABI AND/OR CLINICAL GUIDELINES in these courses. Unless otherwise instructed, the uniform requirements are as follows:

1. The student will wear a uniform of white or hunter green pants and hunter green scrub-style top. The student is advised to choose an opaque cotton-based material. A white sweater or hunter green warm-up may be worn while working with clients, but patches should be visible. If needed, white turtlenecks may be worn under uniforms for warmth.
2. An identifying patch will be sewn on the left sleeve. A bar indicating class rank (sophomore, junior, senior) will be worn on the right sleeve. Beginning with the class admitted Fall 2007, class rank bars will be replaced by hash mark bars (1-5) indicating the semester of the program in which they are. Hash marks will be worn with the stripe running lower left to upper right. Hash mark patches are to be arranged vertically on the center of the sleeve beginning at the sleeve hem (as illustrated). Patches (all types) are available at the Humboldt State University Bookstore. 
3. Photo name badges will be purchased through the HSU Library ID Services at the beginning of the Fall semester.
4. The professional looking student uniform is clean and pressed. Undergarments should not be visible through the uniform. Bending over should not reveal skin or undergarments.
5. Clean, white, rubber-soled, enclosed toe shoes with clean, white shoelaces are required. Strapless and/or backless shoes are not acceptable. White athletic shoes are acceptable. These shoes should be designated for clinical use only.
6. Plain white or beige hosiery or white socks must be worn with uniform pants.
7. Hair should be clean and worn away from the face, collar, and neck. It should be confined appropriately if long or full in style. Hairstyles should reflect professional comportment. Hair coloring should remain in the realm of what can be genetically transmitted.

8. Because of the close and physical nature of direct care nursing, students are expected to be clean and odor free. If an offensive odor is noticed by faculty, staff, clients or peers, the student will be asked to take corrective action.
9. Jewelry must be minimal and should not detract from your professional appearance or risk transmission of pathogens. Jewelry can also be a safety hazard; jewelry worn should not present a risk for trauma, such as attracting the attention of children or confused clients who may pull at it. As professionals, choice of jewelry should reflect respect for all clients, including those who are most comfortable with conservative appearance. Jewelry should be discreet, for example, a watch, one plain ring, and small plain inconspicuous jewelry in piercings. Tattoos should be covered with clothing, if possible.
10. Some specialty areas may require uniform adaptations. Unless specifically instructed to do otherwise, the complete uniform, i.e., uniform with Humboldt State University patch, shoes, hosiery, and name badges will be worn in all clinical areas.
11. A full-length lab coat may be purchased for use in some clinical placements. Again, unless specifically stated otherwise, the complete uniform must be worn. If a lab coat is worn with street clothes, street clothes should be tasteful, tailored and not include jeans, sweatpants, shorts, sweatshirts, tee shirts without a shirt or blouse, or tee shirts with slogans. Pants should not drag on the floor.
12. It is advisable that all students own at least one pair of dress slacks that are appropriate for wearing in the community setting.
13. Although gum chewing is not appropriate in clinical situations, breath mints may be advisable.
14. False fingernails, tips and acrylic nail covers harbor a wide variety of pathogens. Thus they are not acceptable in clinical settings.
15. Faculty will determine if students' appearance is appropriate for the particular setting or group of clients.

Clinical Practice

Nursing students must fully prepared to provide care in the various clinical settings. Preparation includes but is not limited to: thorough understanding of the client(s) condition and environment of care, diagnostic, treatment plan, medications, nursing care for client, family, aggregate and or community, and interdisciplinary team involvement. In addition students must complete required clinical competencies for specific interventions or specialty areas. Students participate in the delivery of care in collaboration with the nursing faculty and nursing staff at the clinical facility or community setting.

The following are required in student's clinical practice:

A. Procedures

1. All clinical procedures must be performed safely and according to standardized practice as described in clinical facility policy and procedure manuals and/or published procedure textbooks.
2. All clinical procedures will be performed in compliance with student's scope of practice as outlined in the appropriate State of California's Nurse Practice Acts.
3. All procedures performed by a student in the clinical setting for the first time must be supervised by a licensed person. Agency policy must be followed related to procedures students may not perform, or for which they must be supervised.

B. Students will document care using agency forms and protocol. All students will be oriented to agency records by the clinical instructor. Students are to have documentation approved by the clinical instructor prior to entry in the official medical record, or as instructed by clinical instructor.

C. Consents/Physician's Orders

1. Students are not to witness or sign consents or wills unless directed by faculty and consistent with agency policy.
2. Students are not to take verbal orders at any time. Telephone physicians' orders must be witnessed and co-signed by a licensed staff nurse, or instructor.
3. Students are not to transcribe written physicians' orders unless witnessed and co-signed by a licensed staff nurse.

D. Administration of Medications

1. General Policies for Medication Administration
 - i. Students will follow agency policies for medication administration relevant to their specific clinical setting. Medication administration will be supervised by the instructor, or with the consent of the instructor, by the assigned staff nurse. As students achieve competency in medication administration, clinical faculty will determine the degree of faculty collaboration and consolation for specific medications. Students are expected to practice safe medication administration as instructed. It is the clinical faculty's responsibility to have students read and adhere to acute care medication policies; it is the policy in C/PHN to review and sign before seeing clients.
2. Students may NOT:
 - i. Independently access controlled substances or be responsible for change of shift count.
 - ii. Administer IV cancer chemotherapeutic agents.
 - iii. Prepare and/or administer emergency medications (such as: lidocaine, dopamine, Nipride, etc).

Criminal Background Checks

Policy under development

Safe Student Practice in Clinical Settings

A. Policy:

At any time during the semester an instructor who deems a student's behavior unsafe in clinical practicum may dismiss him or her and assign a non-passing grade for the course. In order to continue in the nursing program a student who is terminated from a clinical practicum must apply for readmission to the nursing program.

B. Definition:

The student will demonstrate patterns of professional behaviors which follow the legal and ethical codes of nursing; promote the actual or potential well being of clients, health care workers, and self in the biological, psychological, sociological, and cultural realms; demonstrate accountability in preparation, documentation, and continuity of care; and show respect for the human rights of individuals.

Indicators to be used as guidelines for evaluating safe practice are:

1. Regulatory:

The student practices within the boundaries of the California State Nurse Practice Act, the guidelines and objectives of the Department of Nursing, and follows the rules and regulations of the health care agency. (Students are bound by the rules and regulations of the health care agencies.)

An example of unsafe practice may include, but is not limited to, presenting for clinical practicum under the influence of drugs and/or alcohol.

2. Ethical:

The student practices according to the American Nurses Association Code of Ethics, Standards of Practice, and the California State Nurse Practice Act.

Examples of unsafe practice may include, but are not limited to the following:

- Refusing a patient assignment based on client's race, culture, or religious or sexual preference.
- Inappropriate practice in any assigned activity related to clinical practice.

3. Biological, Psychological, Social, and Cultural Realms:

The student's practice attempts to meet the total needs of the human system from a biological, psychological, sociological, and cultural standpoint.

Examples

- Failure to display stable mental, physical or emotional behavior(s) which may affect others' well being.
- Failure to follow through on suggested referrals or interventions to correct deficit areas which may result in harm to others (deficit areas defined in (3a) above).
- Acts of omission/commission in the care of clients, such as (but not limited to): physical abuse, placing in hazardous positions, conditions, or circumstances, mental or emotional abuse, and multiple medication errors.
- Interpersonal relationships with agency staff, co-workers, peers, faculty resulting in

- miscommunications, disruption of client care and/or unit functioning.
- Lack of physical coordination necessary for carrying out safe nursing procedures.
- Lack of safe nursing knowledge.

4. Accountability:

The student's practice demonstrates continuity in the responsible preparation, documentation, and promotion of continuity in the care of clients.

Examples of unsafe practice may include, but are not limited to, the following:

- Attempting activities without adequate orientation or theoretical preparation or appropriate assistance.
- Dishonesty.

5. Human Rights:

The student's conduct shows respect for the individual, client, health team member, faculty, and self including but not limited to the innate, legal, ethical, and cultural realms.

Examples of unsafe practice may include, but are not limited to, the following:

- Failure to maintain confidentiality or demonstrating a lack of attentiveness to the client.
- Failure to maintain confidentiality of records.
- Dishonesty in relationships.

C. Clinical Failure and Removal Procedure:

A student may be immediately removed from the clinical setting and/or given a failing grade in the course for one or more of the following reasons:

- Behavior that is unsafe and endangers client, peer, staff or faculty safety
- Behavior that disrupts the clinical learning environment
- Failure to satisfactorily meet the clinical objectives for the course as documented on the clinical evaluation tool

A conference between the faculty member and the student will take place as soon as possible to determine if the noted issue(s) may be remediated. Prior to the conference, the faculty member will document the behaviors leading up to the removal of the student from the clinical setting and/or the assignment of a failing grade in the course. This documentation will serve as a basis for (a) the generation of a remedial learning contract to be entered into between the faculty member and the student or (b) for the assignment of a failing grade in the course or (c) for the student's removal from the program. The student's removal from the clinical setting and/or the program will be discussed during the conference between the faculty member and the student. If it is determined by the faculty member that the student's behavior can be remediated, the student will be placed on probationary status and allowed to continue in the clinical setting provided the student abides by the remedial learning contract. If a student fails to abide by the remedial learning contract, the student shall be assigned a failing grade for the course and removed from the clinical setting and/or program. Documentation of the behavior(s) that led to the remedial

learning contract, a failure in the course and/or removal from the program shall be placed in the student's file.

Students who fail the clinical portion of a course will receive a failing grade for the course. Appeal procedures for a failing grade in the course and/or removal from the program are as follows:

1. A student must submit a completed Clinical Failure/Removal from Program Appeal form (available where?) to the Chair of the HSU Department of Nursing within five (5) instructional days following the faculty/student conference cited above.
2. The Chair will notify the involved faculty member of the student appeal within two (2) instructional days of receipt of the appeal. In addition, the Chair will schedule an appeal hearing to be held within five (5) instructional days of the receipt of the appeal and will notify all involved parties of the date, time and location of the hearing 48 hours prior to the hearing.
3. The appeal process will consist of written documentation and other evidence submitted by the student and the faculty member. The written documentation and other evidence must be submitted to the Chair 48 hours in advance of the hearing. Both the student and the faculty member will be interviewed during the appeal hearing.
4. The Clinical Appeal/Removal Committee membership will include the Chair and two full-time faculty members from the Department of Nursing.
5. The Clinical Appeal/Removal Committee will issue a decision in writing either supporting or denying the student's appeal within five (5) instructional days of the hearing. The committee's decision must be consistent with university academic and grading policies as well as the national standards for clinical practice. If the committee upholds the student's appeal, the failing grade will be retracted and changed to a passing grade within ten (10) instructional days of the decision. If the committee's decision is not implemented in a timely fashion, the Dean of the College of Natural Resources and Sciences shall take the necessary measures to implement the committee's decision.

Clinical Evaluation

Clinical evaluation tools are specific to each nursing course. Clinical evaluation of each student includes: a) a self-evaluation, and b) two faculty evaluations - one at mid-term and one at the end of the course, as appropriate to the course. The final clinical evaluation tool will be signed and dated by both the clinical instructor and the student. The student's signature does not imply agreement, only that he/she has read the evaluation. The student has the option to make any written comments on the evaluation. It is expected that students will attend individual final evaluation conferences with faculty as part of clinical course requirements.

CPR Policy

All nursing students must have annual proof of course completion in cardiopulmonary resuscitation for three consecutive years, either “Health Care Provider” (American Heart Association), or “Professional Rescuer CPR” (American Red Cross). No other course completion cards in CPR are acceptable. Verification of the course completion must be provided to the Department of Nursing. Lack of certification verification will prevent the student from attending clinical laboratory sessions in agencies, and put his/her progression through the program into jeopardy.

Use of Work Sites for Meeting Clinical Requirements

The Department of Nursing faculty believes strongly in clinical learning obtained in clinical laboratory settings. Careful planning, coordination and clarification of agency, staff, student, faculty and university needs are reviewed for all clinical experiences. For this reason, all students are expected to meet clinical requirements at the times and places those clinical laboratory sessions are scheduled. Outside work responsibilities, outside clinical performance, or outside access to clients will not substitute for clinical units or hours. Similarly, course and clinical objectives cannot be met through a non-university non Department of Nursing work setting. It is inappropriate for students to initiate contact with health care agencies for reasons beyond personal employment.

Students Practicing Procedures On Each Other

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

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

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

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

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

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

*All students will sign a release form to be kept on file in the department, indicating their understanding and compliance with the policy. See sample release in appendix.

INSURANCE POLICIES

Malpractice Insurance

All students are covered by group malpractice insurance through the university. (minimum coverage is \$1,000,000/\$3,000,000). The annual fee for this insurance is charged as a registration fee in the fall (or spring for beginning students).

Information on malpractice insurance will be included in admissions mailings to all new students entering the nursing major at Humboldt State University.

Health Insurance

Students are not required to carry health insurance. However, students should be aware that, if significant injury occurs during clinical experiences at a hospital, hospital staff may insist that the student go to the emergency room. Worker's Compensation is in place for students at all clinical facilities. Refer to "Policy on Injuries, Including Needle-sticks." The Department recommends that students carry health insurance if they are not covered under their parent's policy. Health insurance is available at a low rate through the Associated Student's Business Office.

Auto Insurance Verification

All nursing students who drive their cars to the clinical area will be required to sign an "Authorization to Use Privately-Owned Vehicles on State Business" form in accordance with State Policy (S.A.M. 0754). This verifies that the auto they are using in connection with nursing coursework is covered with a minimum amount of liability insurance. This must be updated with a signature annually.

Motor Vehicle Accident Reporting

See University Policy

HEALTH POLICIES

Initial Health Requirements For Entering Nursing Majors

A complete physical examination must be completed prior to the time a student begins their first hospital experience. Students may have the exam performed by the student health center or by a private physician or FNP.

Students will be expected to provide proof of the following immunizations: diphtheria, tetanus, varicella, rubella and measles, and Hepatitis B. A positive Rubella titer will suffice for proof of immunity. The Hepatitis B immunization is a series of three injections; the first will be required by the second week of classes. The Hepatitis B series of immunizations must be completed within 6 months. It is also recommended that students receive immunizations for mumps (usually given with Rubeola & Rubella) and influenza.

Reports of physical examinations and immunization should be sent to the Nursing Department, with a copy to the Student Health Center. Failure to submit reports of the initial examination will result in the student's being excluded from the clinical laboratory; missed laboratories because health information has not been submitted will be considered unexcused absences.

Physical examination forms can be obtained from the Department of Nursing office.

Annual Health Requirements

Students are expected to report any changes in their health that might compromise their well being or that of clients in clinical agencies. Any health information between students and faculty are held in the strictest confidence. An annual PPD is required, and proof must be submitted to the Department of Nursing of annual testing.

TB Screening Requirements For Health Care Workers (Nursing Students)

Prior to clinical rotations students must have certifications indicating the following:

- On the initial tuberculosis skin test (TST), if a student does not have a documented negative TST within the previous 12 months, a two-step TST needs to be obtained. Thereafter, documentation annually of a negative TST.
- A positive TST result must have a note signed by a licensed clinician stating the student is free from active TB. Documentation of clinical evaluation for active TB is to be done annually.
- Students exposed to TB in the clinical setting will report to and follow up as outlined in agency policies.

Illness

Students should not attend clinical if they are ill or suspect that they have a contagious disease. If a student has been exposed to a communicable disease (for example, chicken pox or strep throat) the student should contact the clinical instructor to discuss if attendance in clinical is contradicted. Absence from the clinical area for medical reasons may be made up at the discretion

of the instructor, taking into consideration the student's performance to date and the clinical setting. Following an illness, students may be asked for a medical clearance to return to the clinical setting. If a student has missed clinical days due to illness, and as a consequence is unable to meet clinical and/or course objectives, it may be necessary for the student to repeat the course. Students are encouraged to maintain clear communication with faculty if illness has occurred.

Pregnancy

A student who is pregnant is to:

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

Injuries

The Department of Nursing carries Worker's Compensation in all clinical areas. Should an injury occur, students must immediately notify the clinical instructor, who will direct that student to appropriate health care (i.e., the Emergency Room). Documentation and follow up will proceed according to the agency and university policy. Records will remain confidential. For all other illnesses and/or injuries, the instructor may request documentation of the illness or injury from a licensed health care provider.

Exposure to Blood or Bodily Fluids

1. If an HSU nursing student should become exposed to blood or bodily fluids through a "needle stick" injury or other means while performing duties as a student nurse, the following protocol is the policy for treatment and follow-up:
2. The student must alert the faculty member immediately that the injury has occurred, and an HSU Incident Report must be completed within 24 hours. Please refer to "Clinical" section. The faculty member must provide the student with a Worker's Compensation Claim Form within 24 hours of the occurrence as well.
3. The faculty member must notify the appropriate supervisor or designated person at the hospital or health care agency where the injury occurred.
4. The student and faculty member will follow the agency's protocol for immediate testing and advisement. The agency's protocol will be followed regarding testing of the source patient. Information of such tests will be disclosed to the injured student by the hospital or agency staff in the same manner as for their own personnel.

5. The student will be referred for follow-up care to the HSU Student Health Center or to his/her family physician. Follow-up testing should be done at 6 weeks, 12 weeks and 6 months. The student will be responsible for carrying his/her own health records to the follow-up provider and for following through with care options.

ADDITIONAL DEPARTMENT POLICIES

Program Complaints

Program complaints are defined as “An expression of dissatisfaction about something or someone that is the cause or subject of protest. Program complaints are received in writing and signed and dated by the complainant.”

Complaints may be received from applicants, students enrolled or any persons who have concerns related to the nursing programs.

All complaints about the program are addressed and investigated in a timely, fair and equitable manner following HSU grievance procedures (HSU catalog).

Complaint records are maintained in the “Program Complaints” file; a separate departmental file in the Department of Nursing, Chair Office. The record will include the written complaint, all documents filed in connection with the complaint, and the concluding disposition of the complaint.

Communication Protocol

Obtaining and maintaining professional communications skills is an essential part of a healthy work environment. Healthy work environments are needed to ensure patient safety and enhance the wellbeing of healthcare professionals including nursing students and faculty. Poor communication skills and a hostile work environment have been linked to medication and procedural errors and increased stress for healthcare workers. The department of nursing is committed to fostering an environment that is safe and nurturing for students, faculty and community partners alike. However, even under ideal circumstances, conflict arises. What matters is how we handle conflict.

Optimally, students will resolve conflicts by first approaching the person directly involved. It is hoped that the student will NOT first approach another faculty, the Chair of the Department or the Dean of the College without first attempting to seek resolution with the person directly involved. If consulted, those who are not directly involved will guide students to first approach the person directly involved in the conflict.

Should resolution not be attained with the person directly involved, it is suggested students consult the faculty of record for the course in which the issue/s occurred, if that person differs from the person directly involved. If the faculty member directly involved and the faculty of record for the course are one in the same, it is suggested that students consult the Chair of the Department regarding resolution of the conflict before consulting with the Dean of the College. See Steps 2 & 3, below.

Step 1. Ideally students will resolve conflicts (with peers/faculty or community partners) on an individual level using the following discussion guidelines:

- Approach the person and the conversation from a *caring place*.
- Remember, the discussion must be private and confidential, and, typically, one-on-one
- The discussion must be scheduled at a mutually agreeable time (it is important to ask, before beginning, such things as “is this a good time?”)
- The issue to be addressed must be stated before the discussion
- The issue must be stated as an inquiry, as in “I would like to hear your side of this issue”, not as a conclusion
- During the discussion, the focus must remain on the issue, not on the person or personality
- The point of the discussion must be adhered to
- The discussion must be approached with an open mind and a willingness to discuss
- You need to be open, honest, respectful and direct when stating your point
- You must come to the discussion with constructive solutions or options
- You should always use a civil tone and language
- You should always use body language that is open, attentive and non-aggressive
- You should always respect the ideas presented by listening to the speaker without interruption,
- You should always acknowledge the speaker’s ideas by summarizing or paraphrasing them
- You should always ask clarifying questions, if necessary
- You should always be objective and listen for the value of the ideas, not the rank or seniority of the speaker
- It is always appropriate to request a break to consider information before responding
- It is always appropriate to respectfully request the other person reconsider her or his approach
- It is always appropriate to ask for a break if the voice, tone or other mannerism(s) that are inconsistent with this protocol are present
- The discussion, and its conclusions, should be summarized by those involved to assure mutual understanding and agreement
- If there is a need for additional information or follow up, those involved must agree on time for getting back together
- It is always appropriate for either of those involved to have a third person *present* for the discussion. This person is an observer, not an advocate or a witness, and will agree to maintain the confidentiality of the discussion.
- Retaliation is never appropriate and must not occur.

Step 1b. If you, for whatever reason, do not feel safe or you feel that you need coaching to frame how you will approach the individual it is appropriate to seek council from another faculty member with whom you have established a rapport.

Faculty who are consulted in this manner will:

- Remind student of the communication protocol
- Allow student to express feelings
- Coach the student in developing a thoughtful plan to approach the individual with the goal of resolving conflict

- Provide both department and university resources to assist in resolving the conflict if necessary
- Keep the conversation confidential upon request of the student unless a violation of the law or department or university policy has occurred

Faculty will not:

- Fix the conflict for the student
- Allow students to verbally abuse or malign the individual
- Take sides

Step 2. If you have tried talking with the person(s) with whom you have a problem and there is no agreement, but you need to have a decision, the next step is:

The Chair will advise any individual student bringing a concern or complaint about another individual (student, staff, faculty) directly to the Chair, to first attempt to talk to the person with whom they have a concern. Should that not be possible, the Chair will bring the parties together, and will act as a mediator using the above communication ground rules. Should either party wish to elevate the matter to the Chair in order to reach agreement, he or she or they will advise the Chair of this need, and arrange for the Chair to meet with both (all) disputants together to discuss the matter. The Chair will meet with the disputants using the above ground rules, and act as a mediator. Should there be no agreement, the Chair will make a decision in keeping with Department and University policies.

Step 3. Although it is the right of any student to seek counsel from the Dean's Office this should be considered a last resort and is done after departmental resources have been exhausted. It is important for the growth and development of the department that we resolve conflict internally.

Student Fundraising Policy

Student organizations, including individual classes, may pursue their own fundraising with prior departmental approval. All student fund raising is a reflection on the HSU Dept of Nursing, so it needs to be submitted to the Chair in writing at least 30 days in advance and approved by the faculty prior to implementation. Fundraising by individual classes for their Senior Pinning should be clearly presented as fund raising for a graduation celebration.

1. Solicitation of donations must conform to HSU policy as outlined by University Advancement. After department approval, written approval must be obtained from the Vice President for Advancement.
2. Fund raising may not use the department or university letterhead, student uniforms or the Nursing Dept Banner. Use of the HSU nursing logo must be pre-approved by the faculty.
3. There can not be a fee for BP or other health promotion activity.
4. Raffles and garage sales are permitted.

Pinning Ceremony Guidelines

The Pinning Ceremony is a celebration of accomplishment that is put on by the Department of Nursing and the graduating students. The format of the pinning ceremony is collaborative between the faculty and the graduating students; the faculty retains authority of the content of the ceremony. The students' role is to invite guests, inform the department of any special needs of guests, enjoy the ceremony, and coordinate and pay for any celebration after the ceremony the class may desire.

Master of Ceremony: Department Chair or designee
Student Speaker: Class may select student(s) as speaker(s). Speeches should reflect

positively on the department and faculty and are limited to 10 minutes total.

Faculty Speaker: Will be determined by faculty.

Retiring Faculty: Will be honored at the ceremony.

Pinning Ceremony: Students may choose the person who will pin them. Students may write a “thank you” that may be up to but no more than 250 words. The “thank you” is to be printed on one 3” X 5” index card and will be read by faculty while students are being pinned.

Student Department Participation

Students are involved in the governance of the program and in ongoing effort to improve program quality. Student interest in department committee participation will be solicited each fall and spring,

Eligibility to Take NCLEX Examinations

Students must complete all nursing courses and graduate before taking the NCLEX-RN licensure examination.

The Department of Nursing will provide students with information on how to apply. However, students are responsible for ensuring all forms are completed and submitted to the appropriate persons. Information related to licensure requirements, fees, and denial of licensure may be found on the Board of Registered Nursing website at www.rn.ca.gov

STUDENT ORGANIZATIONS

Student Nursing Association

Humboldt State University has an active chapter of the National Student Nurses Association (NSNA). The chapter offers several benefits to students. Monthly meetings are held, often with an interesting speaker. The chapter has provided tutorial services for students in the major who are having difficulty. The chapter also does several different kinds of service projects, community health lectures and blood drives. For fun, there are pizza parties and potlucks. Along with service and fun, the chapter provides a forum for the different levels, from pre-major through senior, to get together, share experiences, and to network.

The chapter is a good place to learn organizational skills and to begin to practice professionalism. Students are encouraged to participate as actively as possible in the chapter.

Meetings and activities are announced in classes. They are also posted on the Chapter bulletin board outside the Department office.

Appendix I

RELEASE AND CONSENT FOR STUDENTS PRACTICING PROCEDURES ON EACH OTHER

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

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

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

Name _____ Date _____