MSN Graduate Nursing Student Handbook

2013-2014

SCHOOL OF NURSING
California Baptist University
8432 Magnolia Avenue
Riverside, CA 92504-3297
(951) 343-4700
Dear Graduate Nursing Student:

It is a pleasure to welcome you to the Graduate Nursing program at California Baptist University. Didactic and supervised practice experiences are provided so you will acquire dynamic and innovative leadership skills and be able to integrate evidence-based advanced nursing knowledge. The coursework throughout the MSN program is designed to provide you with more than just concrete, empirical, and scientific knowledge. There is much more to advanced nursing practice; the art of nursing; the interpersonal aspect of nursing; and the moral aspect of nursing such as our obligation to treat each person with dignity and respect.

I would like to personally thank you for choosing California Baptist University for your continuing education plans. I would also like to commend you for pursuing master’s level nursing education; graduate level education requires a commitment to excellence. We look forward to sharing your dynamic, rewarding, and exciting journey with you.

Rebecca L. Meyer RN, BSN, MSN, PhD  
Director, MSN Program  
California Baptist University
# TABLE OF CONTENTS

Greetings from Dr. Rebecca Meyer

**SECTION 1.0 – INTRODUCTION**
- Section 1.1 – Essentials of Master’s Education

**SECTION 2.0 – HISTORY OF THE UNIVERSITY**

**SECTION 3.0 – HISTORY OF THE NURSING PROGRAM**

**SECTION 4.0 – MISSION OF THE UNIVERSITY**

**SECTION 5.0 – MISSION OF THE NURSING PROGRAM**

**SECTION 6.0 – PHILOSOPHY OF THE NURSING PROGRAM**
- Section 6.1 – Graduate Nursing Program Purpose

**SECTION 7.0 – GRADUATE NURSING STUDENT LEARNING OUTCOMES**

**SECTION 8.0 – ACCREDITATION**
- Section 8.1 – General Policies and Procedures

**SECTION 9.0 – MSN ADMISSION REQUIREMENTS**
- Section 9.1 – Admission Requirements
- Section 9.2 – Conditional Admission
- Section 9.3 – Progression and Retention
- Section 9.4 – Attendance
- Section 9.5 – Incomplete Grades
- Section 9.6 – Transfer Credit
- Section 9.7 – Paper Rewrite
- Section 9.8 – Academic Integrity- plagiarism and cheating
- Section 9.9 – Grading Scale
- Section 9.10 – Grading Policies

**SECTION 10.0 – CURRICULUM**
- Section 10.1 – Course Descriptions
- Section 10.2 – Certifications/Credentialing
- Section 10.3 – CBU Student Resources

**SECTION 11.0 – GRADUATION REQUIREMENTS**

**SECTION 12.0 – GRIEVANCE POLICIES**

**SECTION 13.0 – NURSING PROGRAM POLICIES**
- Section 13.1 – Clinical Evaluation of Students
Section 13.2 – Pregnant Students
Section 13.3 – Physical Activity Restriction
Section 13.4 – Progression in the Event of Failure
Section 13.5 – Absence from Clinical
Section 13.6 – Clinical Incident/Medication Errors
Section 13.7 – Latex
Section 13.8 – Health Status
Section 13.9 – Harassment and/or Discrimination
Section 13.10 – Liability Insurance
Section 13.11 – Social Media
Section 13.12 – Communication Guidelines
Section 1
INTRODUCTION

The Master’s of Science in Nursing Program at California Baptist University is taught from a Biblical worldview and builds on Baccalaureate nursing education. The coursework enables the graduate to genuinely understand the discipline and practice of nursing, commit to leadership within the discipline, and engage in life-long learning.

The CBU graduate will be prepared for innovative specialization in graduate prepared roles such as Family Nurse Practitioner (FNP), Clinical Nurse Specialist (CNS), Healthcare Systems Management, and Teaching-Learning Education. This program will also prepare the graduate for seamless entry into doctoral education. Each specialty concentration is guided by nationally recognized guidelines and specialty specific core competencies.

Section 1.1 – Essentials of Master’s Education

The MSN curriculum has been developed utilizing the American Association of Colleges of Nursing (AACN) Essentials of Master’s Education in Nursing (2011) as a foundation. The Essentials are:

Essential I: Background for Practice from Sciences and Humanities
Recognizes that master’s-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

Essential II: Organizational and Systems Leadership
Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.

Essential III: Quality Improvement and Safety
Recognizes that a master’s-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.

Essential IV: Translating and Integrating Scholarship into Practice
Recognizes that the master’s-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

Essential V: Informatics and Healthcare Technologies
Recognizes that the master’s-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

Essential VI: Health Policy and Advocacy
Recognizes that the master’s-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.
**Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes**

Recognizes that the master’s-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.

**Essential VIII: Clinical Prevention and Population Health for Improving Health**

Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

**Essential IX: Master’s-Level Nursing Practice**

Recognizes that nursing practice, at the master’s level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master’s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.
Section 2
HISTORY OF THE UNIVERSITY

California Baptist University is a Christian liberal arts institution founded by Southern Baptists to serve the world. The University is composed of the Dr. Bonnie G. Metcalf School of Education, the School of Behavioral Sciences, the Shelby and Ferne Collinsworth School of Music, the School of Christian Ministries, the Dr. Robert K. Jabs School of Business, the College of Arts and Sciences, the School of Engineering, and the School of Nursing.

California Baptist University is accredited by the Western Association of Schools and Colleges (WASC). The University’s teacher preparation programs are approved by the State of California Commission on Teacher Credentialing. The Robert Jabs School of Business is nationally accredited by the Association of Collegiate Business Schools and Programs. The School of Music is accredited by the National Association of Schools of Music. The University also holds memberships in the Association of Independent California Colleges and Universities, the Association of Southern Baptist Colleges and Schools, and the Council for Christian Colleges and Universities, and the Service Members Opportunity Colleges. All women graduates are eligible for membership in the American Association of University Women.

California Baptist College opened in El Monte, California in 1950 with 120 students. After four years of growth, the college relocated to larger facilities in Riverside which today house classrooms, campus housing, a library, offices, and maintenance and athletic facilities on the 105 acre campus. The college achieved university status and became California Baptist University in 1998.

As a University committed to the Great Commission, CBU seeks to provide students with “spiritual formation, personal development, vocational preparation, and a sound, academic, liberating education (which will lead them to) investigate, practice, and refine their aesthetic, moral, social, and spiritual values in order to prepare themselves to make substantial contributions to the cause of Christ as skilled professionals, thinking citizens, and educated persons” (California Baptist University Philosophy Statement).
Section 3  
HISTORY OF THE NURSING PROGRAM  

As early as 2004, the possibility of initiating a baccalaureate nursing program was considered by California Baptist University administration. The University completed a feasibility study for the California Board of Registered Nursing in 2004-2005. Dr. Constance L. Milton began her work as the founding dean of the School of Nursing in the summer of 2005. A self study of pre-licensure baccalaureate curriculum was submitted to the California Board of Registered Nursing and initial approval for the baccalaureate program was obtained in December of 2005.

The first students in baccalaureate nursing education started in the fall of 2006. This traditional class had 40 students entering into the sophomore year. In addition, 3 cohort groups totaling 36 RN-BSN completion students began in the fall of 2006. The traditional baccalaureate class has grown to 60 students and the RN-BSN program has grown as well.

In the fall of 2006, the School of Nursing established a nontraditional track of the program of nursing for registered nurses with an associate degree or a three-year diploma desiring a Bachelor of Science Degree in Nursing. The first class began in September 2006 at Desert Valley Hospital in Riverside County.

In 2006-2007, a Master’s in Nursing Program was established to prepare nurses for the advanced practice role. The first entry-level students began pre-licensure coursework in May 2008 and achieved RN licensure in Fall 2009. These students returned to begin post-licensure work in January 2011 and now the Master’s Program has more than 60 students enrolled. In September 2011 the Family Nurse Practitioner concentration was added.

The School of Nursing is located on the corner of Magnolia and Adams Street, and includes the Lambeth building, the undergraduate nursing offices, and the graduate nursing offices. The Lambeth building includes offices, classrooms and a high-fidelity simulation lab for use in both undergraduate and graduate courses. Occasionally classrooms on the main campus in the Yeager Center and the James building are utilized for classes.

The School of Nursing is a member of the American Association of Colleges of Nursing and received nursing accreditation through the Commission on Collegiate Nursing Education (CCNE) in 2008.
Section 4
MISSION OF THE UNIVERSITY

The primary purpose of this corporation is to conduct regular four-year college courses in education, music, sciences and the liberal arts, and to grant certificates, diplomas and any and all degrees evidencing completion of any course of training, together with any and all honorary degrees and to provide training for Baptist youth and others desiring to be affiliated with Baptist theology and theological instruction and such other instruction as may be needful and advantageous in preparing and qualifying ministers and others for Christian work (Articles of Incorporation of The California Baptist College, 1954).
Section 5

MISSION OF THE NURSING PROGRAM

The mission of the California Baptist University School of Nursing is to educate competent, responsible, caring, and professional nurses prepared from a Biblical worldview to serve locally, nationally and globally; revering the human dignity of all persons created in the image of God.
Section 6
PHILOSOPHY OF THE NURSING PROGRAM

The philosophy of the School of Nursing, which emphasizes care and concern for the whole person, is aligned with the institutional desire that all programs “foster an environment supporting the intellectual, physical, social and spiritual development of each student.”

THE NATURE OF THE INDIVIDUAL
The Faculty of the School of Nursing at California Baptist University believes that nursing is a scientific discipline, the practice of which is a performing art. As such, and consistent with the overall mission and philosophy of California Baptist University, the faculty believes that nursing is concerned with quality of life from the person’s perspective. Each individual is unique, created in God’s image, and endowed by God with dignity and worth. Each person is an open being, becoming, freely choosing meaning in situation, and responsible for decisions. Persons are not merely composed of parts, instead, they are unitary, that is more than and different from the sum of parts. Persons have innate worth and a right to live and die with dignity. Throughout human life, persons coexist with and interconnect with the universe in community and establish health priorities based on value priorities. As choices are made known in situation, persons, families, and communities are characterized by unique patterns of relating.

HEALTH
The term health may be defined from the viewpoints of different perspectives. For example, health may be defined as a label or diagnosis from a biomedical physician’s perspective. However, to the person who is living it, the definition of what constitutes health may be very different. What constitutes the meaning of health in individuals, families, and communities can only be defined from the perspective of the persons. Health is dynamic and ever-changing. In the 21st century, more persons are defining their own health and making explicit choices in their healthcare.

NURSING
The phenomenon of concern for nursing is the human-universe-health process. Nurses provide leadership to society through a concern for a persons, families, communities, healthcare and quality of living, and through participating in community change. Nursing practice focuses on offering attentive presence to persons, families, communities in choosing possibilities in their ever-changing health process. The nurse initiates nurse-person, nurse-family, and nurse-group processes for the purpose of offering services and to be present with people as they enhance health and quality of life. The essence or quality of living is the core substance that makes each human life created by God to be different, and uniquely irreplaceable. The purpose of nursing is to demonstrate fruits of the Holy Spirit to respect, support and enhance each person’s quality of life.

Nursing is an ever-changing, scientific discipline with its own growing body of knowledge which is embedded in the nursing theories and frameworks. The Faculty values the extant nursing theoretical frameworks as guides for nursing practice, research, and education. The science of nursing is supported by natural, behavioral, social sciences, and the humanities.
Nurses integrate knowledge of other disciplines when practicing the art of nursing. The art of nursing requires critical thinking ability and the purposeful planning with persons, families, and communities through unique processes emanating from the theoretical frameworks. Nurses provide services to society related to health, well-being and illness. Nurses cooperate with other healthcare providers to meet this mandate to society which is quality healthcare. The practice of nursing is complementary to the practice of medicine.

As one of the major healthcare professions, the faculty believes that nursing is accountable to God and to society for the provision of quality healthcare services in a broad variety of settings. Master’s-prepared nurses endeavor to encounter this responsibility through leadership, collaboration, research utilization, and educational activities to improve nursing practice in all community settings, influence healthcare policies, and further enhance the development of nursing science.

NURSING IN SOCIETY
In a rapidly, ever-changing technological universe, adequate and equitable delivery of nursing services and healthcare is a critical issue. Through its unique contributions, nursing can and ought to be a voice advocating for quality of healthcare services for all persons. To participate in changing healthcare delivery systems, master’s–prepared nurses are exposed to thinking and discussions regarding ethical issues, issues of healthcare law, issues regarding the evaluation of the adequacy of healthcare services, as well as participating in community legislative processes at the local, state, national, and international levels.

NURSING EDUCATION
The faculty believes that initial preparation of professional nurses to meet the healthcare needs of society is best accomplished at California Baptist University through learning acquired through graduate level nursing education. Graduate nursing education provides teaching-learning opportunities that facilitate knowledge acquisition along with the practice necessary to prepare graduates for professional practice, leadership and graduate nursing education.

Consistent with this belief about the nature of persons, the faculty believes that students and faculty members are created by God and are uniquely endowed with dignity and worth. The educators and students have distinctive backgrounds and histories and the faculty and students affirms that encounters with each person enhances the opportunities for learning.

Graduate nursing education provides an opportunity for the educator to creatively create a climate of learning with the student for the purposes of providing an atmosphere of enhancement through utilization of diverse learning styles, maturation of character, and a discovery — validation process of values clarification.

Teaching–learning is a process of coming to know through guided and purposeful activities. The processes transform both the teacher and learner all-at-once. Teacher and learner collaborate in the educational process through sharing knowledge and planning educationally sound and fulfilling experiences. Learning is an active, purposeful, dynamic process that involves transformation with knowledge, skills, attitudes, values, and beliefs. Transformation happens as
experiences move and shift the unfamiliar with the familiar. Organizing principles are emphasized to facilitate learning with novel situations.

The Faculty believes critical and creative thinking are essential attributes of professional nursing. The development of these skills is nurtured with settings of learning whereby students have designed activities of problem-solving, inquiry, and discovery. These activities promote increasing self-direction, independence, and confidence in the role development and practice of nursing.

The nurse educator serves as a mentor and role model by demonstrating characteristics consistent with Christian love and the skills of inquiry, discovery, and expert practice. Faculty members serve as expert teachers, facilitators, and resource persons as students’ journey with professional nursing education. The faculty believes that education is a life-long process of coming to know and be with others in meaningful ways as they seek health and quality of life.

Section 6.1 – Graduate Nursing Program Purpose

The purpose of the graduate program leading to a Master of Science degree in Nursing (MSN) is to provide curriculum guiding the learner with the intention of broadening their theoretical knowledge base, become an advocate for serving, and/or to pursue future doctoral study. The nurse at the master’s level develops, tests, and evaluates concepts in nursing while critically examining ideas, research, and theories in relation to health issues and clinical practice in preparation for direct and indirect care on a local, national, and/or global level.

The MSN curriculum meets the accreditation standards of CCNE and includes four concentrations: 1). Clinical Nurse Specialist (CNS); 2). Family Nurse Practitioner (FNP); 3). Healthcare Systems Management; and 4). Teaching-Learning.

The Clinical Nurse Specialist Program will prepare the student for direct interaction with young adult, adult, and older adult patients to improve quality of life. Evidence based strategies will be demonstrated as the student develops specialized expertise and skills to think critically and problem solve.

The Family Nurse Practitioner Program will provide students an overview of contemporary family structure and functioning from a theoretical perspective. This will prepare graduates to offer primary care on the local, state, national, and global level.

Students who select Healthcare Systems Management as their concentration area examine roles in nursing administration emphasizing clinical outcomes management, care environment management, and interprofessional collaboration.

Students who select Teaching-Learning as their concentration area analyze selected teaching and learning models that are applicable to nursing education, including course development, research, and instructional strategies with didactic and practicum teaching opportunities.
Section 7
GRADUATE NURSING STUDENT LEARNING OUTCOMES

Healthcare delivery is a dynamic process and nursing professionals prepared at the Master’s level must be prepared to meet the complexity of nursing practice. The AACN *Essentials of Master’s Education in Nursing* (2011) provides the curricular framework for CBU’s MSN program.

The *Essentials* recommendations consist of 3 components:

- Direct care core – pathophysiology, health assessment, and pharmacology
- Competencies for indirect care – aggregates, systems, and organizations
- Competencies for direct care roles – supervised practice experiences

Didactic and supervised practice experiences are provided so the student can demonstrate integration of advanced nursing knowledge.

Consistent with these AACN recommendations, CBU’s student learning outcomes, and the School of Nursing’s mission, upon completion of the Master’s Degree Program, the graduate will be able to:

1. Demonstrate competent, responsible graduate and/or advanced practice nursing guided by a theoretical perspective, grounded in a Biblical worldview committed to compassionate service, life-long learning, and professional development (Essential I, IX).
2. Translate and integrate scholarship into practice, within a Biblical perspective using evidence drawn from science and humanities (Essential I, IV, IX).
3. Implement information technology to manage data, communicate, coordinate care, improve patient outcomes, and optimize patient safety (Essential III, IV, V, IX).
4. Analyze social determinants and policies to influence population health, healthcare systems, and patient outcomes (Essential I, II, VI, VII, VIII, IX).
5. Develop a global perspective of healthcare needs and display innovative, interprofessional leadership that improves health in local, national, and international populations (Essential II, VII, VIII, IX).
Section 8
ACCREDITATION
California Baptist University is accredited by WASC to offer Associate, Bachelor’s, and Master’s degrees. The University holds membership in the following for the School of Nursing:

Commission on Collegiate Nursing Education (CCNE)
American Association of Colleges of Nursing (AACN)
California Association of Colleges of Nursing (CACN)
National League for Nursing (NLN)
Section 9
MSN ADMISSION REQUIREMENTS

9.1 – Admission Requirements

Admission standards for Graduate Studies at California Baptist University can be found in the Admissions section of the University Catalog. Additional application requirements for the Graduate Programs in Nursing are:

1. Grade Point Average
   • A minimum 3.25 GPA for unconditional admission and a minimum 3.0 GPA for conditional admission

2. Prerequisites*. All prerequisites must be completed with a grade of C or higher prior to pre-licensure admission
   • Intermediate Composition
   • Interpersonal Communication
   • General Sociology or Cultural Anthropology
   • Abnormal Psychology
   • Introductory Statistics
   • Lifespan Development or Developmental Psychology
   • Human Anatomy/Physiology with Lab (2 semesters)
   • Organic and Biochemistry for Health Sciences with Lab
   • Human Microbiology with Lab
   • Microsoft Office Competency**

3. Clearances*:
   • CPR Certification
   • Background Check Clearance
   • Health Clearance
   • Random Drug Testing
   • Proof of Health Insurance
   • Proof of Motor Vehicle Insurance

4. Graduate Record Examination (GRE) or California Critical Thinking Skills Test (CCTST) score*

5. Test of Essential Academic Skills (TEAS) Score. Score at or above the BSN Program mean.*

6. Passport Photo*

7. Three Recommendations completed on forms provided.
   • Must be from sources who can personally attest to the candidate’s potential for scholarly and professional success: one personal, one academic, and one employer. Family members and friends may not complete recommendations.
8. A Comprehensive Essay that includes the following elements:
   - Purpose for entering the program
   - Significant events and influences that have affected your approach to life
   - Long-term professional goals
   - Reasons for choosing to study at California Baptist University

9. Successful Interview with the School of Nursing*

*Not required to enroll in pre-nursing curriculum; must be complete after acceptance to the EL-MSN pre-licensure and MSN post-licensure programs.

**Microsoft Office Competency includes Word, PowerPoint, Excel, and Outlook. This prerequisite can be satisfied by the completion of a degree (within the last 5 years), coursework or exam.

Additional Requirements for MSN Post-Licensure Admission

1. Current California Registered Nursing (RN) license
2. Prerequisites. All prerequisites must be completed with a grade of C or higher.
   - Statistics
   - Microsoft Office Competency**
3. Additional Clearances
   - Professional Liability and Malpractice Insurance
4. Professional resume that includes current clinical practice

Additional Requirements for Post-Masters Credentialing Admission
Master of Science in Nursing degree from a regionally accredited university.

Practicum Admission
Students entering the MSN post-licensure program must be working professionals with an active, valid unencumbered CA registered nurse license who meet all health, immunization, and other mandated requirements. Students must pass a criminal background check and drug screening in order to be enrolled in the program.

9.2 – Conditional Admission

Students desiring admission to the Master’s in Nursing program whose undergraduate GPA was less than 3.0 must meet the following requirements:

1. Be admitted on a probationary student status for the first three courses of the program
2. Successfully complete the three courses (10 hours) with a grade point average of a “B” or higher to show himself or herself capable of graduate level work

9.3 – Progression and Retention

Students must maintain a GPA of 3.0 or higher to progress in the graduate nursing programs. Any student whose GPA falls below a 3.0 will be placed on probation. The student has the next two courses to raise his or her GPA to a 3.0 or better. Failure to raise the GPA to a 3.0 or higher will result in dismissal from the program. A student cannot be on probation more than once during the entire program of study in graduate nursing.

9.4 – Attendance

Students are expected to attend all classes. In the event of a missed class students are encouraged to call the professor prior to the class. The student must also submit to the professor in writing the reason for missing class at the next class session. A student may not miss more that 25 percent of class time in any given course. Students are responsible to the course faculty to arrange for making up for missed class time and or assignments.

9.5 – Incomplete Grades

The student may request only one incomplete for a course during the entire graduate nursing program. The request must be submitted in writing to the professor of the course stating the reason for requesting an “incomplete.” The student has four weeks form the last class to remove the incomplete or an “F” will be given for that course. The School of Nursing Leadership will review extremely extenuating circumstances.

9.6 – Transfer Credit

A maximum of six hours may be transferred in under the following conditions:
1. The course is equivalent to the one offered in the graduate nursing program.
2. The official transcript must be submitted for the course prior to admission to the graduate nursing program.
3. All courses must have been completed with the past five years with a grade of a “B” or better.
4. Students who have transfer credits accepted are still responsible for the entire cost of the graduate nursing program

9.7 – Paper Rewrite Policy

Every student is permitted one rewrite per course. The highest possible grade following a rewrite is a “B.” No rewrites are permitted on the final exam.
9.8 – Academic Integrity

Cheating
Cheating as defined by Merriam Webster Collegiate Dictionary is:

“Obtaining information from another by intentional active distortion of the truth and fraudulently deceiving.”

Under no circumstances is the student to copy work or test material and represent it as his/her own. The maximum penalty for an offense is dismissal from the program. Masters work is to reflect new and original thinking. See below for policy on plagiarism.

9.9 – Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>950-100</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>920-949</td>
<td>92-94.9%</td>
</tr>
<tr>
<td>B+</td>
<td>890-919</td>
<td>89-91.9%</td>
</tr>
<tr>
<td>B</td>
<td>850-889</td>
<td>85-88.9%</td>
</tr>
<tr>
<td>B-</td>
<td>820-849</td>
<td>82-84.9%</td>
</tr>
<tr>
<td>C+</td>
<td>790-819</td>
<td>79-81.9%</td>
</tr>
<tr>
<td>C</td>
<td>750-789</td>
<td>75-78.9%</td>
</tr>
<tr>
<td>C-</td>
<td>720-749</td>
<td>72-74.9%</td>
</tr>
<tr>
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<tr>
<td>D</td>
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</tr>
<tr>
<td>D-</td>
<td>620-649</td>
<td>62-64.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;62</td>
<td>below 62%</td>
</tr>
</tbody>
</table>

9.10 – Grading Policies

Final course grade: The final course grade will not be rounded. A letter grade of “B-” or better is required to progress in the MSN graduate program. Cumulative quiz and test scores must be 82% or above to pass the course. Assignments other than quizzes and tests receiving a grade lower than B- must be revised and resubmitted to receive credit. The revised assignment must be at least an 82%, however, the points awarded on the original submission will not be changed. To progress in the MSN program, the minimum GPA for program and CBU must be maintained (see appropriate CBU graduate handbook and School of Nursing student handbook. All policies apply).

Late Assignments: The grade on a late assignment will be dropped 10% for each class day it is late. No assignment will be accepted after 3 days late without extenuating circumstances. Assignments may only be turned in during class time without approval of instructor.

Missed Quizzes: Quizzes are given on time at the beginning of the class. Therefore, students should arrive early to class. No make-up quizzes will be given. In extenuating circumstances, at the discretion of the faculty member, a student may be given a make-up quiz. Extenuating circumstances are “out of the ordinary” and do not include the normal reasons for missing class (such as brief illness; oversleeping; traffic etc.) and will be at the discretion of the faculty member.

Missed Examinations: Students who miss an exam will be allowed to make-up the test at the instructor’s discretion in the academic resource center if the instructor has been notified of the
excused absence prior to the class. The student must pay the fee to the academic resource center. If a student has an unforeseen circumstance that prevents class attendance, the student should notify the instructor as soon as possible. If a student has an unexcused absence with no unforeseen circumstance and the instructor was not notified, no make-up exam will be given. A pattern of this behavior will result in course failure.

**Below satisfactory level work:** Grades below a B- are not acceptable. Assignments other than quizzes and tests receiving a grade lower than B- must be revised and resubmitted to receive credit. All assignments for this course must be completed for the student to pass the course. Revised assignments will be assigned the points awarded on the original submission. Coursework with pervasive errors will be returned unevaluated; the student will edit the work before re-submitting it for evaluation. If sent back for pervasive errors 10% will be deducted from the assignment and if editing and revisions are not completed and returned to the instructor within three days an additional 10% will be deducted for each additional day according to the late assignments policy.

**Plagiarism:** Plagiarism refers to representing work as your own without giving credit to the original author. Paraphrasing another person’s work without citing the author is also plagiarism. For this course turning in work that you completed for another course is unacceptable. All university policies pertaining to plagiarism will be enforced in this course. You can read those policies in the CBU Student Handbook. If you plagiarize in this course, you will receive an F on the given assignment and may receive an F in the course overall. The student who plagiarizes will be referred to the Dean of Student Services per the CBU student handbook. Plagiarism in this course may result in dismissal from the nursing program. Copying another student’s work or any form of cheating on an assignment, quiz or test may result in a grade of “F” for the course and dismissal from the nursing program. All assignments are to be completed individually unless the instructor provides written directions that students may work together. The instructor has the right to use turnitin.com or another editing tool to check a student’s work for plagiarism at the instructor’s discretion such as SafeAssign. As a point of information and clarification, you may wish to visit the following website: [http://www.plagiarism.org](http://www.plagiarism.org)
Section 10
CURRICULUM

10.1 – Course Descriptions

NUR 550   Nursing Theoretical Perspectives and Faith Integration (3 units)
In this course the student examines the use of nursing theory and faith integration as a guide for the art and practice of nursing at a Master’s level. Student and faculty co-investigate the relationship between concepts of nursing theory and philosophical foundations of understanding as a guide for nursing practice, research, and education. Students select a nursing theory which will guide advanced practice nursing based on a personal philosophy and examine a phenomenon for later research development from a nursing theoretical perspective. This will be done using a Christian worldview as students identify their own spirituality and faith journey through Biblical teachings. Prerequisite: Acceptance into program. Lecture: 3 units.

NUR 551   Assessment and Health Promotion for Populations (4 units)
This course will prepare the student for population health risk assessment based on environmental, genetic, economic, social, and behavioral determinants of health within their spheres of influence. Evidence based population health risk policy analysis and cost effective population health risk management decisions will be included. Emphasis will be placed on evaluation of health disparities, barriers, cultural competencies, and use of resources in organizational systems. Risk assessment, health literacy, health education & counseling will be emphasized. Methods will be introduced regarding collaboration, communication, and innovative ways to structure and redesign processes and outcomes necessary to transform care delivery. Weekly practicum facilitates refinement of aggregate assessment. Prerequisite: Acceptance into administering nursing services track; Core courses. Lecture: 3 units; Clinical: 1 unit.

NUR 552   Assessment and Health Promotion for Education (4 units)
This course prepares the student for comprehensive, holistic wellness, and illness advanced assessment across the life span. Emphasis will be placed on evidence based teaching strategies appropriate to learner needs related to risk and functional assessment within the context of diverse populations in the promotion of health and prevention of disease. Risk assessment, health literacy, health education & counseling will be emphasized. Content will also include cognitive, psychomotor, and affective learning methods appropriate for critical thinking, collaboration, communication, and client teaching. Weekly practicum facilitates refinement of competent advanced assessment skills and documentation. Prerequisite: Acceptance into teaching nursing track; Core courses. Lecture: 3 units; Clinical: 1 unit.

NUR 553   Assessment and Health Promotion for Clinical Nurse Specialist (4 units)
This course prepares the student for comprehensive, holistic wellness, and illness assessments across the life span. Complexities, variations, and differences from expected health patterns and parameters, including contextual perspectives, cultural-ethnic influences and risk factor identification will be discussed. Risk assessment, health literacy, health education & counseling
will be emphasized. Students will utilize national guidelines to direct screening and diagnosis as they assess the impact of interaction among the individual, family, community, environment, and social systems. Emphasis will be placed on synthesis of assessment data, advanced knowledge, critical thinking, and clinical judgment to formulate differential diagnoses for clinical problems amenable to CNS intervention. Weekly practicum facilitates refinement of competent advanced assessment skills and documentation. Prerequisite: Acceptance into Clinical Nurse Specialist track; Core courses. Lecture: 3 units; Clinical: 1 unit.

NUR 554 Management of Clinical Pharmacology (3 units)
This course is designed to provide the student with advanced knowledge of pharmacological agents and herbal therapies used across the life span. Emphasis is on the pharmacodynamics of patients with common, acute, and chronic health problems in various stages of the life cycle in diverse populations. Content will include pharmacokinetics, pharmacodynamics, pharmacoeconomics and pharmacotherapeutics related to leadership and improving quality and safety of healthcare delivery. Prerequisite: Acceptance into administering nursing services track; Core courses. Lecture: 3 units.

NUR 555 Advanced Pathophysiology (3 units)
This course examines complex physiologic biomedical cellular processes essential to an understanding of disease and disease management concepts are explored in relation to body systems. Age specific alterations are correlated with clinical and medical diagnostic findings to provide the student with a basis for biomedical clinical decision-making, diagnostic reasoning and pharmacotherapeutics. Prerequisite: Acceptance into program. Lecture: 3 units.

NUR 556 Teaching Learning Pharmacology (3 units)
This course is designed to provide the student with advanced knowledge of pharmacological agents and herbal therapies used across the life span. Emphasis is on the pharmacodynamics of patients with common, acute, and chronic health problems in various stages of the life cycle in diverse populations. Content will include pharmacokinetics, pharmacodynamics, pharmacoeconomics and pharmacotherapeutics with an emphasis on the legal and ethical issues related teaching-learning for various prescribed pharmacologic agents. Prerequisite: Acceptance into teaching nursing track; Core courses. Lecture: 3 units.

NUR 557 Pharmacology for Clinical Nurse Practitioner (3 units)
This course is designed to provide the student with advanced knowledge of pharmacological agents, herbal therapies, drug-drug, and drug-food interactions across the life span. Emphasis will be placed on evidence based research as a foundation for executing selected delegated medical regimens associated with the diagnosis and treatment of patients with common, acute, and chronic health problems in various stages of the life cycle in diverse populations. Content will include pharmacokinetics, pharmacodynamics, pharmacoeconomics and pharmacotherapeutics. Prerequisite: Acceptance into Clinical Nurse Specialist track; Core courses. Lecture: 3 units.

NUR 558 Pharmacology For the Nurse Practitioner (3 units)
This course is designed to provide the advanced practice nurse with competencies necessary to work with healthcare professionals, patients, and communities to improve primary healthcare in
a cost effective manner. The content will include principles regarding pharmacokinetics, pharmacodynamics, pharmacoeconomics and pharmacotherapeutics of selected classifications of medications. Characteristics such as age, ethnicity, culture, and gender will be evaluated as well as the genetic and genomics factors when considering medication regimens. Current national guidelines will be integrated with legal and ethical principles for advanced practice nurses providing primary care. Prerequisite: Acceptance into nurse practitioner track; Core courses. Lecture: 3 units.

**NUR 559 Nursing Research and Evidence Based Practice, Part 1 (3 units)**
This course prepares the student to apply research outcomes within the practice setting to resolve practice problems, work as a change agent, and disseminate the results of research. Uses analysis of outcomes from evidence-based research of clinical prevention and population care to improve health of and services for individuals, families, and aggregates/identified populations. This course provides an opportunity to examine the generation of evidence for practice focusing on research evidence within a nursing theoretical perspective. The role of evidence for practice and evidence hierarchies are reviewed. An overview of the methods of scholarly inquiry are presented including quantitative, qualitative, mixed-methods, participative, and evaluation research designs. The emphasis is on the translation and evidence-based practice decision making in the identification of phenomenon in the practice setting, evaluation of practice problems, and assessment of practice outcomes. Prerequisites: Acceptance into program. Lecture: 3 units.

**NUR 560 Assessment and Health Promotion for Nurse Practitioner (4 units)**
This course provides the theoretical science base for multidimensional health and advanced physical assessment of individuals across the life span. Complexities, variations, and differences from expected health patterns and parameters, including contextual perspectives, cultural-ethnic influences and risk factor identification will be discussed. Emphasis will be placed on analysis, application, clinical decision-making, and comprehensive synthesis of accurate subjective and objective data to identify health-related concerns in primary care. Risk assessment, health literacy, health education & counseling will be emphasized. Students will utilize national guidelines to direct screening and diagnosis. Content will also include data bases, diagnostic skills, prioritizing differential diagnoses, and patient-centered assessment methods. Weekly laboratory practicum facilitates refinement of competent advanced assessment skills and documentation. Prerequisite: Acceptance into nurse practitioner track; Core courses. Lecture: 3 units; Clinical: 1 unit.

**NUR 561 Applied Biostatistics and Epidemiology (3 units)**
This course will enable the student to use descriptive and analytic approaches to examine the distribution of disease in populations, relative risk, and cultural factors. Students will compare and contrast methods used in collection, analysis, and interpretation of quantitative data in disease prevention and health promotion for specific populations. Students will evaluate evidence based literature related to statistical analysis to determine whether a published study has reliable results which can be used in translating evidence to practice. Prerequisite: Acceptance into program. Lecture: 3 units.
NUR 562  Health Policy/Bioethics (3 units)
This course examines the impact of health policy on care environment management of the local and global health service system. Legal regulations and standards, ethics, accountability, use of technology and resource management, and social justice is emphasized. The role of systems analyst and risk anticipator will be reviewed as students conduct a microsystem analysis to critically evaluate and anticipate risks to client safety to improve quality of client care delivered. This course will prepare students for a complete examination of ethical theory, patient centered relationships, informed consent, professional responsibility, end-of-life care, reproductive issues, human experimentation, genetics/genomics, and allocation of medical resources from a cultural/global perspective. Prerequisite: Acceptance into program. Lecture: 3 units.

NUR 565  Leadership and Advanced Nursing Roles (3 units)
This course will prepare students to promote high quality and safe patient care through exploration of nursing leadership principles and advanced nursing roles. Leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective are explored. Concepts of horizontal leadership, effective use of self, advocacy, and lateral integration of care are explored. The student will examine the role of the master’s-prepared nurse as a member and leader of the interprofessional team, who communicates, collaborates, and consults with other health professionals to manage and coordinate care influencing healthcare outcomes for individuals, populations, or systems. Differentiation of advanced practice nursing roles including regulations related to practice, professional organization governance, and local and global licensing and practice requirements are analyzed. Prerequisites: Acceptance into program. Lecture: 3 units.

NUR 566  Acute and Chronic Illness of the Adult/Older Adult, Part 1 (4 units)
This course will prepare the student for direct interaction with Young Adult, Adult, and Older Adult patients to improve quality of life. Evidence based strategies will be demonstrated as the student develops specialized expertise and skills to think critically and problem solve. Students will utilize Systems and Change Theory to improve patient outcomes. Interprofessional collaboration education will be emphasized and the student will apply the competencies necessary to come alongside the patient as they navigate the healthcare system. Prerequisite: Core courses. Lecture: 2 units; Clinical: 2 units.

NUR 567  Acute and Chronic Illness of the Adult/Older Adult, Part 2 (4 units)
This course continues to prepare the student for direct interaction with Young Adult, Adult, and Older Adult patients to improve quality of life. Evidence based strategies will be expected as the student interprets and uses the evidence in the practice setting to decrease risk and implement improvement initiatives. Interprofessional collaboration education will continue and the student will establish collaborative relationships in order to enhance patient outcomes. Prerequisite: NUR XXX (Part 1). Lecture: 2 units; Clinical: 2 units.

NUR 569  Acute and Chronic Illness of the Adult/Older Adult, Part 3 (4 units)
This course continues to prepare the student for direct interaction with patients to identify and articulate ethical concerns at both public and private levels. Students will continue to be an advocate for quality improvement projects and safety measures. Interprofessional collaboration education will continue as the student becomes a team leader and advocate for effective
communication strategies while focusing on the Young Adult, Adult, and Older Adult population. Prerequisite: NUR XXX (Part 1); NUR XXX (Part 2). Lecture: 2 units; Clinical: 2 units.

NUR 570  Nursing Research and Evidence Based Practice, Part 2 (3 units)
This course builds on the foundation of nursing research presented in part I culminating in a research proposal. The research-based proposal provides an opportunity for scholarly inquiry and the ethical translation of current evidence into practice. The project should have relevance for practice and make a contribution to the discipline of nursing. Students complete national certification in human research participants protection, construct an integrative review of research literature, and compose a research translation proposal congruent with a nursing theoretical perspective for the purposes of utilizing new evidence to improve or enhance nursing practice. Prerequisites: NUR 559. Lecture: 3 units.

NUR 571  Family Primary Health Care I (6 units)
This course will provide an overview of family health theories related to primary care and the theoretical foundations of women’s healthcare during the reproductive years. An overview of conceptual frameworks related to contemporary family structure and functioning, with particular emphasis on health and the family model of Parse’s humanbecoming school of thought will be explored. Theory and advanced practice related to assessment and management of women’s health issues during reproductive years include gynecology, family planning, preconception, prenatal, pregnancy, and postpartum care, with emphasis on health promotion of women during reproductive years in primary care settings. Experience in assessment, diagnoses, planning and management of patients within a precepted clinical environment for health promotion, simple acute and stable chronic diseases of childbearing and child rearing families is provided with the focus on primary health care for this population. Prerequisites: Acceptance into nurse practitioner track; Core courses. Lecture: 3 units; Clinical: 3 units.

NUR 573  Family Primary Health Care II (6 units)
This course will build on part I and allow the advanced practice nurse to focus on the health care needs of the family unit in order to improve patient outcomes by providing the theory and practice of primary care of children. This course will prepare family nurse practitioners to assume responsibility for health promotion and illness prevention through maintenance and management of common developmental, behavioral, acute, and chronic health problems of infants, children, and adolescents in primary health care settings. Prerequisites: NUR 571. Lecture: 3 units; Clinical: 3 units.

NUR 575  Family Primary Health Care III (6 units)
This course will build on part I & II and allow the advanced practice nurse to focus on the health care needs of the family unit in order to improve patient outcomes by providing the theory and practice of primary care for adults. This course will focus on primary care across the life span with an emphasis on acute conditions. The course is designed to provide the family nurse practitioner student with experience in assessment, diagnoses, planning and management of patients within a clinical setting focused on health promotion and disease management in primary care with an emphasis on the adult with acute health conditions. Pre-requisite: NUR 571, 573. Lecture: 3 units; Clinical: 3 units.
NUR 577  Family Primary Health Care IV (6 units)
This course will build on part I, II, & III and allow the advanced practice nurse to focus on the health care needs of the family unit in order to improve patient outcomes by providing the theory and practice of primary care for adults with an emphasis on the older adult. This course will focus on primary care across the life span with an emphasis on chronic conditions such as asthma, diabetes, and cardiac disease. The course is designed to provide the family nurse practitioner student with experience in assessment, diagnoses, planning and management of patients within a clinical setting focused on health promotion and disease management in primary care with an emphasis on the older adult with chronic health conditions. Pre-requisite: NUR 571, 573, 575. Lecture: 3 units; Clinical: 3 units.

NUR 578  Nursing Informatics (3 units)
This course will prepare the student to consult in the design and enhancement of information technology related to interactive, web-based systems in healthcare while they evaluate the ethical, legal, and cultural implications, including copyright, privacy, and confidentiality issues. Emphasis will be placed on emerging technologies as students analyze, design, implement, and evaluate information system technologies. Content will also include evaluation of impact of information technologies on clinical practice, education, administration, and research. Prerequisites: Acceptance into the program. Lecture: 3 units.

NUR 579  Interprofessional Collaboration for Local and Global Health (3 units)
This course prepares the student to lead interprofessional teams in the culturally appropriate planning, delivery, management, and evaluation of evidence-based clinical prevention, population care, and services to individuals, families, and aggregates/identified populations by communicating, collaborating, and consulting with other health professionals to manage and coordinate care. This course will equip the student to examine the effectiveness of clinical intervention programs on a local, national, and global level. Emphasis will be placed on identifying health disparities and vulnerable populations in the community. Intervention at the system level through the policy development process and implementation of advocacy strategies to influence health and health care for vulnerable populations will be explored. Prerequisites: Acceptance into program. Lecture: 2 units; Clinical: 1 unit.

NUR 580  Clinical Specialization in Nursing Services (4 units)
This course includes continued study of the clinical nurse specialist role and competencies and the application of this knowledge and skills in a selected clinical practice area. The implementation and evaluation of CNS competencies in a specific clinical area are addressed. Practicums and seminars are planned according to the students nursing practice interests. Prerequisites: Academic core, CNS concentration courses. Clinical: 180 hours.

NUR 581  Healthcare Management (3 units)
This course integrates core competencies for nurse executives to prepare the student for a role in nursing administration emphasizing clinical outcomes management, care environment management and interprofessional collaboration. Team coordination concepts including delegation, supervision, interdisciplinary care, group process, handling difficult people, and conflict resolution are explored. Principles of healthcare systems and organizations including
unit level healthcare delivery/microsystems of care, complexity theory, and managing change
theories are analyzed. Principles of quality management, risk reduction, patient safety, and care
management with focus on evidence-based practice to improve client outcomes through clinical
decision making, critical thinking, problem identification, and outcome measurement are
analyzed. Prerequisites: Acceptance into administering nursing services track; core courses.
Corequisite: NUR 583. Lecture: 3 units.

NUR 582  Nursing Curriculum and Program Development (4 units)
This course analyzes selected teaching and learning models that are applicable to nursing
education. Nursing theoretical perspectives with the nursing human becoming teaching-learning
model is highlighted. Strategies for course development with didactic and practicum teaching
are examined. Research relative to nursing education is reviewed and critiqued. Design of
applied research methods to determine effectiveness of teaching strategies is incorporated.
Selected university faculty and nurse education issues are also explored. Prerequisite:
Acceptance into teaching nursing track; Core courses. Lecture: 3 units; Clinical: 1 unit.

NUR 583  Healthcare Management Practicum (2 units)
Team coordination including delegation, supervision, interdisciplinary care, group process,
handling difficult people, and conflict resolution are implemented in practice. The student
participates in management of quality, reduction of risk, and safety of patients while focusing on
evidence-based practice that improves client outcomes through clinical decision making, critical
thinking, identification of problems, and measurement of outcomes. Corequisite: NUR 581.
Clinical: 2 units.

NUR 584  Instructional Strategies for Nurse Educators (2 units)
This course includes an analysis of educational leadership and the multiple roles of the nurse
educator related to teaching, scholarship, service, and practice. A human becoming nursing
theoretical perspectives and practical approaches supported by research in nursing and higher
education literature, as well as the Christian educator’s role promoting faith integration, are
addressed. Prerequisite: NUR 582. Lecture: 1 unit; Clinical: 1 unit.

NUR 585  Healthcare Finance Practicum (3 units)
This course provides practice in healthcare financing and socioeconomics related to managing
the healthcare environment through strategic planning, budgeting, goal setting, quality indicator
evaluation and financial planning in a healthcare setting. Students participate in program
planning and budget preparation to impact client outcomes and improve quality. Co-requisite:
NUR 587. Clinical: 3 units.

NUR 586  Evaluation and Testing for Nurse Educators (4 units)
Theoretical approaches to educational assessment, the development and implementation of
nursing curriculum, and student and program outcomes are addressed. The importance of a
cohesive program philosophy, mission statement, conceptual framework, and program outcomes
are emphasized. The course includes critical analysis of related topics based upon current
research in nursing and higher education literature. Practicum hours include implementation of
evaluation and testing strategies in healthcare education settings with emphasis on program
improvement resulting from analysis of data related to program improvement indicators. Prerequisite: NUR 582, NUR 584. Lecture: 3 units; Clinical: 1 unit.

NUR 587 **Healthcare Finance (3 units)**
Healthcare financing and socioeconomics related to managing the healthcare environment are explored. Content includes nursing leadership responsibilities with strategic planning, budgeting, goal setting, quality indicators and financial planning in various healthcare settings. Emphasis is placed on knowledge acquisition and application for enhancing nurse administrator skills with program planning and budget preparation. The impact of Medicare and Medicaid reimbursement, resource allocation, and healthcare technologies on client outcomes and strategies for quality improvement are analyzed. Pre-requisite: 581, 583. Co-requisite: 585. Lecture: 3 units.

NUR 597 **Comprehensive Examination (1 unit)**
A directed project or comprehensive examination demonstrates a synthesis and integration of advanced nursing theoretical, practice, and research knowledge. This course guides the student through the process of completing a directed project or comprehensive examination. Students choosing a directed project will further develop the research translation proposal initiated in NUR 570, expand the review of literature, and complete a project that has relevance for practice and makes a contribution to the discipline of nursing. Students choosing an examination will be tested on the synthesis and integration of advanced nursing knowledge at the conclusion of the seminar. Prerequisites: Academic core and concentration courses. Lecture: 1-3 units.

OR

NUR 598 **Directed Project (3 units)**
A directed project or comprehensive examination demonstrates a synthesis and integration of advanced nursing theoretical, practice, and research knowledge. This course guides the student through the process of completing a directed project or comprehensive examination. Students choosing a directed project will further develop the research translation proposal initiated in NUR 570, expand the review of literature, and complete a project that has relevance for practice and makes a contribution to the discipline of nursing. Students choosing an examination will be tested on the synthesis and integration of advanced nursing knowledge at the conclusion of the seminar. Prerequisites: Academic core and concentration courses. Lecture: 1-3 units.

10.2 – **Certification/Credentialing**
National certification in nursing demonstrates leadership and professionalism. CBU’s MSN program meets the educational eligibility criteria for the four concentrations offered. See the following section for information from the credentialing agencies.
Certification/Credentialing Criteria from American Nurses Credentialing Center

Family Nurse Practitioner Certification Eligibility Criteria
Credential Awarded: FNP-BC

This is a primary care certification. Once you complete eligibility requirements to take the certification examination and successfully pass the exam, you are awarded the credential: Family Nurse Practitioner-Board Certified (FNP-BC). The National Commission for Certifying Agencies and the Accreditation Board for Specialty Nursing Certification accredits this ANCC certification.

Eligibility Criteria
- Hold a current, active RN license in a state or territory of the United States or the professional, legally recognized equivalent in another country.
- Hold a master's, postgraduate, or doctoral degree* from a family nurse practitioner program accredited by the Commission on Collegiate Nursing Education (CCNE) or the National League for Nursing Accrediting Commission (NLNAC). A minimum of 500 faculty-supervised clinical hours must be included in your family nurse practitioner program. The FNP graduate program must include coursework across the life span and include three separate courses in:
  - advanced physical/health assessment
  - advanced pharmacology
  - advanced pathophysiology
- AND content in
  - health promotion and disease prevention, and
differential diagnosis and disease management
*Candidates may be authorized to sit for the examination after all coursework is complete, prior to degree conferral. ANCC will retain the candidate’s exam result and will issue certification on the date the requested documents are received, all eligibility requirements are met, and a passing result is on file.

Clinical Nurse Specialist in Adult Health Certification Eligibility Criteria
Credential Awarded: ACNS-BC

Once you complete eligibility requirements to take the certification examination and successfully pass the exam, you are awarded the credential: Adult Health Clinical Nurse Specialist-Board Certified (ACNS-BC). The National Commission for Certifying Agencies and the Accreditation Board for Specialty Nursing Certification accredits this ANCC certification. (This will be changing to the Adult Gero-CNS [AGCNS-BC] in April, 2014)

Eligibility Criteria
- Hold a current, active RN license in a state or territory of the United States or the professional, legally recognized equivalent in another country.
- Hold a master's, postgraduate, or doctoral degree* from a clinical nurse specialist in adult health program accredited by the Commission on Collegiate Nursing Education (CCNE) or the National League for Nursing Accrediting Commission (NLNAC). A minimum of 500 faculty-supervised clinical hours in the CNS-Adult Health role and specialty must be included in the educational program. The Adult Health CNS graduate program must include three separate courses in:
  - advanced physical/health assessment
advanced pharmacology
- advanced pathophysiology

*Candidates may be authorized to sit for the examination after all coursework is complete, prior to degree conferral. ANCC will retain the candidate’s exam result and will issue certification on the date the requested documents are received, all eligibility requirements are met, and a passing result is on file.

Nurse Executive Certification Eligibility Criteria
Credential Awarded: NE-BC

Eligibility Criteria
- Hold a current, active RN license within a state or territory of the United States or the professional, legally recognized equivalent in another country.
- Hold a bachelor’s or higher degree in nursing.
- Have held a mid-level administrative or higher position (e.g., nurse manager, supervisor, director, assistant director) OR a faculty position teaching graduate students nursing administration OR a nursing management or executive consultation position, for at least 24 months’ full-time equivalent in the last 5 years.
- Have completed 30 hours of continuing education in nursing administration within the last 3 years. This requirement is waived if you have a master’s degree in nursing administration.

Certification/Credentialing Criteria from the National League for Nursing

Certified Nurse Educator Eligibility Criteria
Credential Awarded: CNE

Option A: Must meet criteria 1 & 2
1. Licensure
   - A currently active registered nurse license in the United States or its territories.
2. Education
   - A master's or doctoral degree in nursing with a major emphasis in nursing education or
   - A master's or doctoral degree in nursing plus a post-master's certificate in nursing education or
   - Master's or doctoral degree in nursing and nine or more credit hours of graduate-level education courses*

Examples of acceptable courses include: Curriculum Development and Evaluation; Instructional Design; Principles of Adult Learning; Assessment/Measurement & Evaluation; Principles of Teaching and Learning, Instructional Technology

Note: Graduate-level research or statistics courses do not count toward this requirement

Option B: Must meet criteria 1, 2 & 3
4. Licensure
   - A currently active, unencumbered registered nurse license in the United States or its territories.
5. Education
   - A master's or doctoral degree in nursing (with a major emphasis in a role other than nursing education).
6. Experience
   - Two years or more employment in a nursing program in an academic institution within the past five years.

   **All eligibility criteria for initial certification must be met at the time of application.**

10.3 – CBU Student Resources

School of Nursing Learning Resource Center

The Learning Resource Center is located on the campus of California Baptist University. Open daily Monday through Friday 8:00am to 5:00pm and Monday and Thursday evenings until 9:00pm. The center contains a classroom with videos and simulation equipment. There are student computer labs on campus where students may type papers using Microsoft Word or access Computer Assisted Instructor programs. There is also a physical assessment laboratory with equipment where students may practice their skills. The center also has an Intensive Care Unit with simulation CPR equipment.

Annie Gabriel Library

The Annie Gabriel Library, located centrally on campus, is an aesthetically pleasing environment conducive to learning. (Insert description) databases for periodical and reference articles (many of which are available in full text). The library catalog is computerized on the BLIS web, which can be accessed through CBU’s Home Page. The librarians offer reference assistance through e-mail, phone, or in person. The library has approximately 1,000 periodicals on site as well as newspapers from across the nation (i.e., New York Times and Washington Post).

CBU’s Academic Success Center

CBU’s on campus resource to improve academic performance, including information on how to write an annotated bibliography, APA style, tutoring, and other support materials. Students can make appointments or visit their website:

http://www.calbaptist.edu/arc/academicsupport.aspx
Section 11
GRADUATION REQUIREMENTS

1. Completion of 45-61 graduate units of didactic and clinical practicum hours (depending on selected concentration).

2. Completion of core competencies related to area of concentration.

3. Overall grade point average of “B” (3.0) or better.

4. Successful completion of the Directed Project/ or Comprehensive Exam.

5. Payment of all tuition fees.
Section 12
GRIEVANCE POLICIES

In the event that a disagreement should occur between a student and professor concerning a grade and or an evaluation, the student may initiate implementation of the following grievance procedure. This procedure may be followed through all steps or may be terminated at any point at which an agreement is reached between the professor and the student.

1. The student will initiate a conference with the professor within 10 days after the disputable incident.
2. The student may discuss the dispute with the director of the master’s nursing program.
3. With three days after the initial conference the master’s (nursing) Grievance Committee must be notified in writing of the dispute by the student.
4. A hearing will be held with the Grievance Committee and involved partners within three days after the Committee’s notification of the dispute. Either written minutes of audiotapes will record the committee meeting.
5. If the student desires to pursue the grievance further, the academic dean will make a final decision.

All written and audio material will be sealed in an envelope and placed in the Dean’s office. After three years the envelope will be destroyed.
Section 13
NURSING PROGRAM POLICIES

Section 13.1 – Clinical Evaluation of Students

Clinical evaluation facilitates the personal and professional growth of each student. Evaluation of clinical performance is based upon written behavioral objectives consistent with level and program objectives which take into account the stage of the learner. To facilitate both formative and summative evaluations, the faculty is expected to maintain written anecdotal records of student performance. Students are expected to log their clinical experiences in Typhon.

Formative evaluations, based on concentration core competencies, provide continuous feedback for the student throughout the semester relative to areas of strength and areas in need of improvement. Students are expected to evaluate their own performance in conjunction with instructor feedback. Dialogue between students and faculty is a critical component in this formative process. Summative evaluation measures the student’s final overall achievements.

Any student performing at an unsatisfactory level will be informed both verbally and in writing as soon as the problem is identified. A conference will be held with the student to discuss specific areas where improvement must be made. These areas will be written in the form of a contract and will be signed by the student and the clinical instructor.

Summative evaluations, based on concentration core competencies which reflect consistent patterns of behavior and improvement throughout the semester as well as areas of strength and areas for improvement, are discussed with the student in conference. The student is also provided a written copy of this evaluation.

Students placed on a contract by a faculty member will be notified in writing and counseled by that faculty member to assess individual learning needs. A copy of this contract will be discussed with and given to the student, the faculty member, the Associate Dean, and the Dean. A copy will be placed in the student’s file.

Students must meet all contract requirements. Students may be required to use the Academic Resources Center for tutorial assistance or attend a study skills seminar at the faculty member's discretion.

The student will remain on contract status throughout the semester. The status may be renewed in the next semester at the discretion of the faculty member in consultation with the Program Director.
CALIFORNIA BAPTIST UNIVERSITY
SCHOOL OF NURSING
SAMPLE STUDENT CONTRACT FOR SUCCESS

Student: ______________________________
Date: ________________________________
Faculty: ______________________________
Course & grade: ________________________

Possible areas of concern:
Inadequate study related to:
• Limited time secondary to work, procrastination, &/or poor organization skills
• Difficulty in reading secondary to learning disabilities
• Poor study habits secondary to inadequate knowledge
• Failure to use multiple learning strategies (computer assisted instruction; videos; NCLEX style questions; case studies)
• Family discord; spiritual unrest; emotional concerns; physical distress/illness
• Lack of involvement in study group
• Other:

Referrals for success:
• Counseling Center
• Academic Resource Center
• Student Services
• Other:

Improve study techniques:
• Decrease work hours if possible; apply for financial aide; scholarships; partnerships with hospitals
• Seek help for procrastination, poor organizational skills, reading difficulty, poor study habits. Some tips:
  o Break whole into parts
  o Use calendar (include reading each day)
  o Preview/outline chapter before class
  o Put God & spiritual renewal first
  o Use glossaries/flash cards for terminology
  o Join a study group!
  o Consider advice from students who are passing course
  o Complete NCLEX study questions EACH DAY
  o Use ATI books; DVDs; practice tests; CD with textbooks for studying
  o Use computer programs in computer lab; Professional Development Software (that can be accessed from home); EDGT
  o Study the NURSING CARE PLAN related to the disease process!
  o Attend study skills sessions
• Recognize the impact family discord; spiritual unrest &/or emotional concerns may have in your ability to study and be successful. Prayerfully address these concerns with guidance from support services.
• Address physical concerns; seek medical advice.

I understand this contract and I know that I need to implement these strategies if I am to be successful in this nursing course. I recognize that I must earn a 75% on exams & quizzes in this course to pass the course.

______________________________
Signature
# Preceptor Agreement

<table>
<thead>
<tr>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>(student responsible to obtain 3 copies &amp; submit original completed form to course lead CBU faculty member)</td>
</tr>
</tbody>
</table>

Student Name: _____________________  Student ID#____________________

Expected Program Graduation Date: ________ Dates of Preceptorship from ______ to ______

Student phone numbers: cell # ____________________ home #___________________

Student Contact Information in case of emergency:
- Name: _____________________________  Address: _________________________
- Phone# home/work__________________________ cell#______________________

Preceptor Name ___________________________  Preceptor Contact # ___________________

Name of Clinical Agency: ___________________  Title/Position_____________________

Address: ___________________________  Unit/department: ______________________

Highest Degree Achieved: ADN  BSN  FNP  MSN  DNP  MD
1. I have expressed a desire to work with a student in the preceptor role.  Y  N
2. I have been oriented to the CBU preceptor program.  Y  N
3. Facility Hire date (BRN Mandate: Month & Year): _______________________

Specialty Area_____Years in Practice_____Certifying Org./Number_____________________

Preceptor Signature ___________________  RN License # _______________ FNP# __________

Preceptor email (Optional. For invitation to Preceptor Thank-you Luncheon)_____________________

Nursing Administrator Title _______________  Contact Phone# _______________________

CBU Clinical Faculty ______________________ Contact number ________________

CBU School of Nursing main number 951 343-4700  Date submitted ________________

Student Signature____________________  Clinical Faculty Signature_______________

Form needs to be completed prior to first clinical encounter with preceptor.  3 copies of signed document obtained by student and distributed to student/preceptor/clinical instructor.  **Original document and Resume/Verification of Experience** submitted to course lead CBU faculty member.

Current Contract:  Y  N Resume Received:  Y  N
California Baptist University School of Nursing
Clinical Agency Student & Faculty Evaluation

Name of Clinical Agency: ___________________________ Date: ______________________

Part I: Directions- Circle one for each of the following A. – C.

A. Are you a student or faculty member? Faculty member Student

B. Which program were you enrolled in (or teaching in) at the time of this evaluation?
   Traditional BSN program RN to BSN MSN program

C. What is your anticipated graduation date for this program? _________________

Part II: Directions- Answer each question by circling the corresponding rating based on the
following scale. If you rate the question at 1 or 2, provide comments about why you disagree or
strongly disagree. You may also comment if you agree or strongly agree. You may write
comments on the back of this form in addition to the front.

Scale: 1- Strongly Disagree 2- Disagree 3- Agree 4- Strongly Agree

A. “The clinical agency had adequate resources (personnel, equipment etc.).”
   1 2 3 4
   Comments: ____________________________________________________________

B. “The nurses and staff were helpful in assisting me to meet the objectives of the course.”
   1 2 3 4
   Comments: ____________________________________________________________

C. “The clinical agency provided a learning environment that allowed me to meet the objectives
   of the course.”
   1 2 3 4
   Comments: ____________________________________________________________

D. “I would recommend this clinical agency to other students/faculty.”
   1 2 3 4
   Comments: ____________________________________________________________

Part III: Circle circle yes or no. Students: “I would work at this clinical agency now or in the
future.” Yes No OR Faculty: “I would teach at this clinical agency again.” Yes No
Section 13.2 – Pregnant Students

Nursing students who become pregnant must have medical approval to continue in the nursing program. In each case of pregnancy, the student will be required to inform the clinical instructor of her pregnancy and to file with the instructor a written statement from her qualified physician stating the following:

A. Confirmation the physician has reviewed CBU’s School of Nursing’s written functional abilities essential for nurse practice;

B. The expected date of delivery;

C. Approval until the date of delivery to continue in the nursing program either with or without accommodation; however, if with accommodation, for the doctor to specify what that accommodation or accommodations would be either until delivery date or until a specified date. If accommodation is being required by the student’s physician, the School of Nursing will determine whether or not it can reasonably provide such an accommodation before allowing the student to continue on in the program. If the School of Nursing determines it cannot provide the accommodation, the student will have the right to go through the grievance procedure set forth in the Nursing Student Handbook.

It is further required that the student notify the faculty if the doctor finds any medical reason to limit activities or to recommend withdrawal from the program anytime during the pregnancy. The student who elects to continue in the program accepts full responsibility for any risks to herself and fetus associated with an assignment in the hospital setting. In an effort to reduce known potential hazards, pregnant students will not be assigned to known risk areas in medical surgical and psychiatric units.

Following delivery, if the student anticipates re-entering a nursing course before four weeks after birth, written approval from the physician must also be obtained and filed with nursing faculty.

In the event the student should begin labor or experience symptoms of complications while in class attendance, either on campus or in a participating agency, the student will be expected to do one of the following:

A. Report to emergency room if in hospital, or appropriate evaluation prior to leaving hospital or

B. Wait at the college or hospital until a responsible family member arrives to take her home, or

C. Makes arrangements to be transported by responsible person or ambulance to the hospital where she plans to deliver.
Section 13.3 – Physical Activity Restriction

If the student becomes aware of any problem in their health status (examples: broken bone, skin lesions, chest pain, contagious disease, pregnancy, injury, back injury, surgery), the student as a precondition to having any further client contact, is required to obtain from a qualified physician a written statement providing the following:

A. Confirmation the physician has reviewed CBU’s School of Nursing’s written functional abilities essential for nurse practice;

B. Confirmation if applicable, that the student has approval to continue in the nursing program either with or without accommodation; however, if with accommodation, for the doctor to specify what that accommodation or accommodations would be either until delivery date or until a specified date. If accommodation is being required by the student’s physician, the School of Nursing will determine whether or not it can reasonably provide such an accommodation before allowing the student to continue on in the program. If the School of Nursing determines it cannot provide the accommodation, the student will have the right to go through the grievance procedure set forth in the Nursing Student Handbook.

This statement must be on file prior to the student having client contact.

Restricted physical activities may prohibit participation in clinical/hospital experience and may delay progress in the nursing program until the restriction is discontinued and normal unrestricted hospital/clinical nursing activities maybe resumed.

This policy is necessary to ensure client and student safety.

If you believe that you cannot meet physical standards without accommodations or modifications, you are encouraged to contact the staff in Disabled Student Services at (951) 343-4721. Disabled Student Services staff is available to review your concerns and determine with you and the nursing faculty, what accommodations are necessary and appropriate.

In compliance with federal and state law, California Baptist does not illegally discriminate on the basis of any protective category in the employment of student workers.

Section 13.4 – Progression in the Event of Failure

Students failing a course may be allowed to repeat the course after consultation with the Program Director. Students must successfully meet objectives for each course related to concentration specific core competencies.

If the student has failed as a result of unprofessional behaviors such as tardiness or absenteeism the student will meet with the faculty teaching the course and the Program Director to determine the next step.
If the student has failed as a result of dishonesty or plagiarism the student may be reported to the University Student Services and University policy applies, which may result in the removal from the program. Once a year student files will be examined outside of the school of nursing for any honor code violations. If violations are found, the student will be put on contract. A second violation may result in expulsion from the program. Readmission to the MSN program will be on a space available basis and is not guaranteed.

Section 13.5 – Absence from Clinical

To ensure adherence to the national standards:

1. It is expected that MSN students will attend clinical days they have scheduled with their preceptor. Students must provide strong rationale and have faculty approval for any absence.
2. Students functioning at a minimal level or having problems with critical behaviors will be required to make up all missed time in the specific clinical activities required.
3. Suitable alternative clinical activities are reserved at the discretion of the instructor.
4. In the event that clinical time cannot be completed before grades are to be turned in, the student must apply to the course professor for an “Incomplete.” If granted, the student will have six weeks to complete the assigned clinical time.
5. The School of Nursing will not assume financial responsibility for makeup time for each semester. The cost of any additional makeup time will be assumed by the student if the missed time cannot be made up during the normal instructional activities of an appropriate faculty member.
6. This policy is included in the student handbook to ensure that all students are aware of attendance expectations. Each faculty member will publish in their course syllabi their own specific guidelines consistent with this policy.

Section 13.6 – Clinical Incident/Medication Errors

A Student Report of Incident/Medication Error form is to be completed when any incident and/or medication error occurs involving a CBU MSN nursing student. This is to be done regardless of whether or not an agency incident report is required.

Procedure

1. The clinical instructor is responsible for having the student complete the Student Report of Incident/Medication Error form in the clinical area.
2. The clinical instructor will sign and distribute copies to the appropriate individuals.
3. The clinical instructor is responsible for scheduling remedial assignments and/or practice in the nursing skills laboratory for that student.
4. A student making 2 incident/medication errors in one semester or 3 during the total clinical nursing program will be placed on contract. Repeated and/or serious clinical errors/incidents may result in immediate withdrawal from the MSN nursing program.
5. A student making any medication incident error may be placed on contract.
6. A copy of each completed report will be placed in the students file until graduation.
7. If an agency report is not required in the situation, the instructor will use discretion as to whether a copy of this report should be returned to the agency.
8. Each incident will be evaluated in terms of the consequences or outcomes to the client. In the case of any single error with serious or life-threatening outcomes, the student will be
evaluated by faculty for progression and/or retention and may result in immediate withdrawal from the nursing program.

9. Any incidents/medication errors will be reflected on the overall clinical evaluation.

**Criteria for Reporting Medication Errors**

A Student Report of Incident/Medication Error form will be completed by the MSN student for the following actions:

1. Administering the wrong medication.
2. Administering medication to the wrong client.
3. Administering the wrong dose or drip rate.
4. Administering medication via the wrong route.
5. Administering medication at the wrong time or wrongfully omitting a dose.
6. Administering medication in an unsafe manner.
7. Incomplete, inaccurate, or incorrect charting, delayed charting, or failure to chart a medication.

---

**California Baptist University**

School of Nursing

**UNUSUAL OCCURRENCE/MEDICATION ERROR REPORT**

(Actual/Potential)

Date of Incident: __________________________

Time of Incident: __________________________

Location of Incident: __________________________

Name of Student/Employee: __________________________

Briefly and objectively describe the events of the unusual occurrence/medication error:

Physician notified: □ Yes / □ No

Name __________________________ Orders (if applicable)

Describe evaluation and treatment following the occurrence/error:

Recommendations/action plan for prevention of recurrence:

Incident Report filed at: __________________________(Clinical Facility/Institution)

Signature of Student: __________________________ Date ______/____/____

Signature of Clinical Faculty: __________________________ Date ______/____/____

Signature of Lead Faculty: __________________________ Date ______/____/____

Signature of Program Director: __________________________ Date ______/____/____

Signature of Associate Dean: __________________________ Date ______/____/____

Signature of Dean of School of Nursing: __________________________ Date ______/____/____

Copy to: Student and student’s file
Section 13.7 – Latex

Purpose
1. To provide guidelines to reduce exposure to natural rubber latex and decrease the risk for development of latex allergy among nursing students.
2. To establish protocols for the identification and management of students with documented latex allergy.

Scope
This policy applies to all California Baptist University, School of Nursing, faculty, staff, and students. A documented case of latex allergy is defined as: an individual experiencing nasal, eye, or sinus irritation, hives, shortness of breath, coughing, wheezing, or unexplained shock after latex exposure; and has been diagnosed by a healthcare provider using results from a medical history, physical examination, and tests (NIOSH, 1997). A new or suspect case of latex allergy is defined as: an individual developing nasal, eye, or sinus irritation, hives, shortness of breath, coughing, wheezing, or unexplained shock after latex exposure.

Policy Statement
California Baptist University, School of Nursing, cannot provide or ensure a latex-free environment in the classroom buildings on campus or at the affiliated clinical sites off campus. The CBU SON will, as feasible, provide a reduced or latex-safe environment for students participating in the nursing program. This will include, at a minimum, powder-free latex gloves for general use and non-latex gloves for those with documented latex allergy. Students with a documented or suspected latex allergy must consult with their primary care provider, and provide a medical clearance to the SON for participation in clinical aspects of the program. If the student elects to continue in the nursing program, the student must assume the risk of continued exposure to latex, as well as the responsibility to follow this policy. In the event of a severe allergic reaction, emergency measures will be taken which may include reporting to the emergency department of an affiliated clinical site or dialing 911 for emergency transport as consistent with University healthcare policy found in the student handbook and nursing student handbook.

Responsibilities
1. Health Records Analyst: Review the history and physical examination forms submitted by each student. Assess the risk of latex allergy based on potential symptoms, food allergies, and history of spina bifida, asthma, atopic dermatitis, eczema, or multiple allergies. If a documented or suspect case of latex allergy is identified, request and obtain a medical clearance for the student. Evaluate the current policy every 2 years, or in the event that a new or suspect case of latex allergy is identified in a nursing student.

2. Faculty: Integrate latex exposures and the potential for complications for both students and patients into the nursing program curricula. If a student experiences symptoms related to an allergic reaction after latex exposure, take the necessary precautions, and have the student report to the Health Records Analyst as soon as possible, after any treatment has been received. Collaborate with Employee Health, or designee, at the
affiliated clinical site to review necessary modifications for students with documented latex allergy (Haynes, 2001).

3. **Skills Laboratory Director &/or Coordinator:** Maintain an inventory list of all products containing natural rubber latex. Provide powder-free latex, with reduced protein, exam and sterile gloves for general use in all skills or simulation laboratories. Provide latex-free (nitrile or vinyl) exam and sterile gloves for those students identified with a documented latex allergy. Procure latex-free supplies and equipment when possible (Haynes, 2001).

4. **Students:**
   a. **All students:** Wash and dry hands immediately after removing gloves. Read labels to determine the presence of latex. Use powder-free, reduced protein gloves, and other appropriate barrier protection as needed. If wearing latex gloves, avoid oil-based hand creams or lotions (NIOSH, 1997). Learn the signs and symptoms of latex allergy (skin rash, redness, hives, flushing, itching, nasal/eye/sinus symptoms, asthma, and shock).
   b. **Students with suspected latex allergy:** Follow responsibilities for all students plus, if the above symptoms are experienced, remove gloves, wash and dry hands immediately and avoid direct contact with latex items. Report this immediately to your faculty supervisor. Seek medical attention immediately as needed. Follow-up with the Health Records Analyst as soon as possible. The student will be excluded from participation in the clinical environment until there is a medical evaluation by a physician and the student receives a documented medical clearance.
   c. **Students with documented latex allergy:** In addition to the above responsibilities, avoid direct contact with latex gloves and other products containing latex (NIOSH, 1997). It is the student’s responsibility to inform each of their faculty members regarding their latex allergy, as well as to follow instructions provided by their provider to reduce latex exposures.

5. **Housekeeping:** Wet mop and dust with damp cloth all skills/simulation laboratories daily to remove latex-containing dust (Haynes, 2001).

**Section 13.8 – Health Status**

Prior to admission MSN students must provide evidence that they are physically and emotionally able to perform the duties required. An annual physical examination by a physician or nurse practitioner with information completed on a form provided by the School of Nursing is necessary. The examination includes current immunizations and tests required by the School of Nursing. Our Health Records Analyst will send you the required information prior to your first clinical course.

**Section 13.9 – Harassment and/or Discrimination**

The University is committed to providing an environment that is free of unlawful discrimination and/or harassment. In keeping with this commitment, the University maintains a strict policy prohibiting all forms of unlawful harassment, including sexual harassment and unlawful
harassment based on any other characteristic protected by state or federal discrimination laws as well as various regulations implementing those laws. This policy applies to all students of the University. Furthermore it prohibits unlawful harassment in any form, including verbal, physical, and visual harassment.

If you believe you have been harassed or witnessed another student being harassed by anyone in the University setting, including anything whatsoever related to the University, including in any clinical settings, any University sponsored settings, etc., you should promptly report the facts of this incident(s) and the names of the individuals involved to any member of the faculty of the University, or if that faculty member is involved in the inappropriate conduct, to that faculty member’s supervisor. You may do so without fear of retaliation.

A. Sexual harassment and discriminatory harassment may consist of an offense of verbal, physical, or visual conduct when such conduct is based on or related to an individual’s sex and/or customersh in one of the above described protective classifications, and:

1. Submission to the offensive conduct is an explicit or implicit term condition of the student’s continued status as a student at the University and/or in the clinical setting, an explicit or implicit term of their continuation as a member participating in that particular clinical program;

2. Submission to or rejection of the offensive conduct forms a basis for any University decision affecting the student; or

3. The offensive conduct has the purpose or affective unreasonably interfering with the student’s performance at the University or creates an intimidating, hostile or offensive educational environment for the student.

B. Examples of what may constitute prohibitive sexual harassment include but are not limited to the following:

1. Kidding or joking about sex;

2. Hugs, pats, and similar physical contact;

3. Assault, impeding or blocking movement, or any physical interference with normal work or movement;

4. Cartoons, posters, and other materials referring to sex;

5. Threats intended to induce sexual favors;

6. Continued suggestions or invitations to social events outside the University setting or outside the clinical setting after being told such suggestions are unwelcome;

7. Degrading words or offensive terms of a sexual nature;
8. Prolonged staring or leering at a person;

C. Examples of what may constitute prohibitive discriminatory harassment include the similar conduct referenced in this section directed at an individual on the basis of race, color, national origin, ancestry, sex, sexual orientation, age (over 40), creed, physical or mental disability, medical condition, marital status, citizenship status, military service status, or any other basis protected by law as applies to California Baptist University.

All students that are aware of or in good faith believe that they or another student has been subjected to harassment or discrimination prohibited by this section or any other policy or procedure of the University is obligated to immediately report the same to the University as referenced herein.

Section 13.10 – Liability Insurance

All nursing students in clinical nursing must carry professional liability insurance at a minimum of one million per case/ 3 million dollar aggregate against malpractice. Insurance must be obtained prior to the student's clinical assignment and maintained through the entire MSN nursing program.

Background: The use of social media and other electronic communication is increasing exponentially with growing numbers of social media outlets, platforms and applications, including blogs, social networking sites, video sites, and online chat rooms and forums. Nurses often use electronic media both personally and professionally. Instances of inappropriate use of electronic media by nurses have been reported to boards of registered nursing (BRN) and, in some cases, reported in nursing literature and the media. Without a sense of caution, however, these understandable needs and potential benefits may result in the student nurse disclosing too much information and violating patient privacy and confidentiality.

Section 13.11 – Social Media

Purpose: The School of Nursing supports the use of social media to reach audiences important to the University such as students, prospective students, faculty and staff. The University presence or participation on social media sites is guided by university policy. This policy applies to School of Nursing students who engage in internet conversations for school-related purposes or school-related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media. This document is intended to provide guidance to student nurses and faculty using electronic media in a manner that maintains patient privacy and confidentiality. While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the policy will remain the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional, and university reputations.

Social Media includes text, images, audio and video communicated via such tools as:
- Blogs, and micro-blogs such as Twitter, Instagram
• Social networks, such as Facebook, Google+
• Professional networks, such as LinkedIn
• VidAudio sharing, such as podcasts
• Photo sharing, such as Flickr and Photobucket, and
• Social bookmarking, such as Digg and Reddit
• Public comment sections on webpages (such as those for online news sites)
• User created web pages such as Wikis and Wikipedia, and
• Any other internet-based Social Media application similar in purpose or function to those applications described above

Policy
1. Use of Social Media is prohibited while performing direct patient care activities or in unit work areas.
2. Protect confidential, sensitive, and proprietary information: Do not post confidential or proprietary information (text or pictures) about the university, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a California Baptist University School of Nursing student.
3. HIPPA guidelines must be followed at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage.
   a. Patient privacy must be maintained in all communications. Do not disclose information that may be used to identify patients or their health condition that may be recognized by patients, their families, or their employers.
   b. Do not use information that identifies clinical affiliates (clinical sites).
   c. Do not harass, libel, slander, or embarrass anyone. Do not post any material that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful, or embarrassing to another person or entity. Individuals may be held personally liable for defamatory, proprietary, or libelous commentary.
4. Do not “friend” patients or their family members, caregivers. Maintain professional boundaries in the use of electronic media. Like in-person relationships, the nurse has the obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient.
5. Do not use California Baptist University or School of Nursing marks, such as logos and graphics, on personal social media sites.
6. Be aware of your association with California Baptist University in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on the California Baptist University School of Nursing behalf, unless you are authorized to do so in writing.

Procedure/Considerations:
There is no such thing as a “private” social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied. Archival systems save information, including deleted postings. If you feel angry or passionate about a subject, it’s wise to delay posting until you are calm and clear-headed. Think twice before posting. If you are unsure about posting something or responding to a comment, ask your faculty. If you are about to publish something that makes you even the slightest bit uncertain, review the suggestions in this policy and seek guidance.

Future employers hold you to a high standard of behavior. By identifying yourself as a California Baptist University School of Nursing Master’s student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional goals.

Nursing students are preparing for a profession which provides services to a public that also expects high standards of behavior.

Respect your audience.

Adhere to all applicable university privacy and confidentiality policies.

You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts).

Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what you post today will not come back to haunt you.

Monitor comments. You can set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments. It also allows you to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments.

Don’t use ethnic slurs, personal insults, obscenity, pornographic images, or engage in any conduct that would not be acceptable in the professional workplace.

You are responsible for regularly reviewing the terms of this policy.

Consequences:

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

State Board of Nursing (BRN) Implications

Instances of inappropriate use of social and electronic media may be reported to the BRN. The laws outlining the basis for disciplinary action by a BRN vary between jurisdictions. Depending on the laws of a jurisdiction, a BRN may investigate reports of inappropriate disclosures on social media by a nurse on the grounds of:

- Unprofessional conduct;
• Unethical conduct;
• Moral turpitude;
• Mismanagement of patient records;
• Revealing a privileged communication; and
• Breach of confidentiality.

If the allegations are found to be true, the nurse may face disciplinary action by the BRN, including a reprimand or sanction, assessment of a monetary fine, or temporary or permanent loss of licensure.

Other Potential Consequences

Improper use of social media by nurses may violate state and federal laws established to protect patient privacy and confidentiality. Such violations may result in both civil and criminal penalties, including fines and possible jail time. A nurse may face personal liability. The nurse may be individually sued for defamation, invasion of privacy or harassment. Particularly flagrant misconduct on social media websites may also raise liability under state or federal regulations focused on preventing patient abuse or exploitation.

If the nurse’s conduct violates the policies of the employer, the nurse may face employment consequences, including termination. Additionally, the actions of the nurse may damage the reputation of the health care organization, or subject the organization to a law suit or regulatory consequences.

References

http://ana.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/NursingStandards/ANAPrinciples.aspx


Section 13.12 – Communication Guidelines

Following the chain of command is expected for Master’s nursing students (See organization chart at end of document). The role of faculty, staff, and administration as students use the chain of command, is to assist the student to follow Biblical principles; going to one another in love as conflict is brought into light and problems are resolved.

Clinical faculty members are responsible to provide clinical agencies and students with phone numbers and access to faculty/administration per the chain of command. A 24-hour a day/7-day a week phone line is dedicated to the CBU-SON for urgent issues and rotated between Deans & Directors.
# California Baptist University School of Nursing

**Dr. Geneva Oaks**  
Dean School of Nursing

**Associate Dean**  
**Dr. Susan Drummond**  
Lynnae Bosch, Data Technician

**Technical Director Learning Resource Center**  
**James Cypert**  
Student Workers

<table>
<thead>
<tr>
<th><strong>Administrative Assistant</strong></th>
<th><strong>Dr. Geneva Oaks</strong></th>
<th><strong>Dean School of Nursing</strong></th>
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<tbody>
<tr>
<td><strong>Jeannette Russell</strong></td>
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<td><strong>Program Assistant:</strong> Marilla Keck</td>
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<td><strong>Reception:</strong> Marti Morrison/Student Workers</td>
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<th><strong>Undergraduate Director</strong></th>
<th><strong>Graduate Director</strong></th>
<th><strong>RN-BSN Director/ NP Coordinator</strong></th>
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<tr>
<td><strong>Veletta Ogaz</strong></td>
<td><strong>Dr. Rebecca Meyer</strong></td>
<td><strong>Lisa Bursch</strong></td>
</tr>
<tr>
<td><strong>Program Specialist:</strong> Beth Wagner</td>
<td><strong>Graduate Admissions</strong></td>
<td><strong>RN-BSN faculty &amp; students</strong></td>
</tr>
<tr>
<td><strong>Level 2, 3, 4 Coordinators</strong></td>
<td><strong>SON:</strong> Kim Bailey</td>
<td><strong>Post-licensure ELMSN &amp; MSN faculty &amp; students (NP track)</strong></td>
</tr>
<tr>
<td><strong>Course Lead Faculty</strong></td>
<td><strong>Post-licensure ELMSN &amp; MSN faculty &amp; students (Teaching-learning; Healthcare Systems Management)</strong></td>
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<td><strong>Faculty</strong></td>
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<td><strong>ELMSN pre-licensure</strong></td>
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<th><strong>Learning Resource Center Director:</strong></th>
<th><strong>Assessment Coordinator</strong></th>
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<tr>
<td><strong>Dayna Herrera</strong></td>
<td><strong>Teresa Hamilton</strong></td>
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<tr>
<td><strong>Assistant Director</strong></td>
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<tr>
<td><strong>Learning Resource Center:</strong> Sarah Pearce</td>
<td><strong>Clinical Affiliations Coordinator &amp; Health Record Analyst</strong></td>
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<td><strong>Student Workers</strong></td>
<td><strong>Dr. Juliann Perdue</strong></td>
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<th><strong>Clinical Affiliations Coordinator &amp; Health Record Analyst</strong></th>
<th><strong>Nursing Globalization Coordinator</strong></th>
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<tr>
<td><strong>Dr. Juliann Perdue</strong></td>
<td><strong>Deborah Carter</strong></td>
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<tr>
<td><strong>Reception/Health Records Assistant Marti Morrison</strong></td>
<td><strong>Nursing Service</strong></td>
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<th><strong>Preceptor/Clinical Nurse Specialist Coordinator</strong></th>
<th><strong>Clinical Affiliations Coordinator &amp; Health Record Analyst</strong></th>
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<td><strong>Dr. Frances Dunnaway</strong></td>
<td><strong>Dr. Juliann Perdue</strong></td>
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<tr>
<td><strong>Post-licensure ELMSN &amp; MSN faculty &amp; students (CNS track)</strong></td>
<td><strong>Reception/Health Records Assistant Marti Morrison</strong></td>
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CALIFORNIA BAPTIST UNIVERSITY

SCHOOL OF NURSING, MSN Program

RECEIPT OF HANDBOOK

I acknowledge that I have received the California Baptist University MSN Student Handbook. I understand that this MSN Student Handbook is official notification of the policies and procedures applicable to my progress through the MSN Program. I also understand that it is my responsibility to keep apprised of CBU Student Handbook policies related to campus policies not included here and any change in policies related to students that occur during my progression through the program.

PRINT NAME: ____________________________________________

SIGNATURE: ____________________________________________

DATE: _________________________________________________

After signing, return to School of Nursing for placement in student’s file.