Dear Nursing Student:

It is a pleasure to welcome you to the Bachelor of Science in Nursing program at California Baptist University.

It is our intention that the baccalaureate program will provide the best possible academic foundation for you. As a result of your studies, we expect that you will begin the process of integrating the theoretical concepts and practical skills necessary to become a competent, successful, ethical and productive nurse who demonstrates a readiness for leadership and graduate study in nursing. My prayers go with you as you begin this journey and prepare to engage with others in a meaningful way as they live health and quality of life.

Please familiarize yourself with this handbook. If you have questions, please consult me or any member of the core faculty.

We wish you well as you begin this course of study with us.

Geneva G. Oaks, PhD, RN, FNP
Dean School of Nursing
California Baptist University
RECEIPT AND ACKNOWLEDGEMENT OF STUDENT HANDBOOK AND AGREEMENT TO ARBITRATE

I the undersigned acknowledge that I have received both the California Baptist University Student Handbook & Calendar as well as attached California Baptist BSN Student Handbook, both of which set forth the policies and procedures applicable to myself as relates to my attendance at California Baptist University. To the extent, if at all, there is any inconsistency between these two Handbooks, I understand the California Baptist University Student Handbook & Calendar is to control.

I further understand that as a condition of my becoming a student at the University and continued status as a student, I agree to submit any complaints or disputes through the grievance procedure set forth in the Handbooks. However, to the extent that any such matter cannot be resolved by way of the internal grievance procedure set forth at the University, I agree to abide by and accept the final decision of the arbitrator with respect to any and all events that relate to or arise out of my status as being a student, as set forth in the University’s Handbooks. I further understand that arbitration represents an alternative to a jury trial and this constitutes a waiver of my right to a jury trial.

PRINT NAME: ____________________________________________

SIGNATURE: ____________________________________________

DATE: _________________________________________________

After signing, return to the School of Nursing for placement in the student’s file.
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Section 1

INTRODUCTION

Section 1.1 - MISSION OF BACCALAUREATE 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 1.2 - PURPOSE

The purpose of the baccalaureate program leading to a Bachelor of Science in Nursing is to provide a curriculum that will broaden the theoretical knowledge base of the learner in preparation for an entry-level professional nursing practice and possibility of graduate nursing study.

Section 1.3 - PHILOSOPHICAL STATEMENT

Section 1.3.1 - 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.

Section 1.3.2 - 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.

Section 1.3.3 - 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. Baccalaureate 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.

Section 1.3.4 - 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,
baccalaureate–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.

Section 1.3.5 - Nursing Education
The faculty believes that initial preparation of professional nurses to meet the healthcare needs of society is
best accomplished through learning acquired through baccalaureate nursing education. Baccalaureate 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 (as defined by CBU’s Faculty Section of
the Employee Manual) 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.

Baccalaureate 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 1.4 - CONCEPTUAL FRAMEWORK

The conceptual framework emerges from the philosophy. The major concepts of the philosophy of the School of Nursing are: person, community, environment, and health. The unifying concepts of the baccalaureate conceptual framework are meaning, rhythmicity, transcendence, and the themes are communication-collaboration, teaching-learning, change-persistence, critical thinking-problem-solving, and leading-following. The following unifying concepts, themes, support theories, and theorists are defined as follows:

From the nursing theoretical perspective of the human becoming school of thought (Parse, 1981, 1998), the nurse is guided in practice with the following dimensions:

**Meaning** is structured uniquely in all person-community relationships. It is assigning significance to persons, places, events, and ideas as they are experienced in diverse situations by persons. All persons make choices in healthcare. Each person assigns different significance to personal situations. Persons signify what is important in picturing, making clear, and exploring ramifications for healthcare choices. All persons, families, and communities choose what their healthcare needs are and prioritize what is most important for them.

**Rhythmicity** is the resonance arising in person-community relationships as persons choose a focus of healthcare services and seek desired healthcare information. Rhythmicity refers to the cadence of human experiences that are paradoxical. Paradoxes are seeming opposites and yet coexist as one rhythm. These rhythms happen all-at-once in human relationships as persons decide to tell their story and disclose some aspects of their health and at the same time choose to not tell and conceal or hide other aspects of their situation. Human beings are unfolding mysteries as persons choose one possible direction in healthcare decision-making over others. In choosing a particular focus and making a decision in one direction, some doors are opened while simultaneously other doors are closed. Making healthcare decisions and choosing a priority for health in one direction means that persons also live with the responsibilities, ramifications or consequences of those decisions which have unknown outcomes. In choosing one direction over another, there is movement and change in lives of individuals, families, and communities.

**Transcendence** is the movement or change happening in person-community relationships. As intentions are made known as persons picture hopes, dreams, and plans for the future, they are moving beyond the moment and creating the new. As persons picture and speak about their situations, their health options, and what they hope will happen, they are creating a new way with different perspectives with the changing of health patterns. Nurses encourage, support, and follow the lead of the community and change in offering services as people change in the desire for healthcare services.

**Conceptual Themes**
The curriculum of the California Baptist University School of Nursing baccalaureate program emphasizes increasing demonstration of competence in communication/collaboration and critical thinking, and researching while participating in activities of teaching-learning, change-persistence, and leading-following.

**Communication/collaboration** is a complex, ongoing, interactive process which forms the basis for interpersonal relationships in the human-nurse-health process. Communication processes includes listening, oral, non-verbal and written skills (AACN 1998, p. 10). Nurses listen and dialogue with individuals, families, and communities who ponder and shape future resources according to articulated health desires and
preferences. Communication/collaboration activities are essential to the professional practice of nursing which further enhance the ongoing development of nursing science. As professional nurses collaborate with other healthcare providers, questions surface and consideration is given for the meaning and utilization of what select nursing activities are considered to be best practices or evidence for practice through systematic processes of coming to know and interrogation activities known as researching. Teaching-learning is a process of coming to know through purposeful and guided activities which transform the teacher and learner all-at-once. Faculty members are facilitators of learning and are responsible to collaborate with providers of nursing services including students, non-faculty nursing preceptors in diverse healthcare agencies, and the recipients of nursing services in the design of educationally sound and fulfilling learning experiences. Providers and recipients of nursing services engage in purposeful healthcare activities and projects with ongoing rhythms of change – persistence. In the human-universe global healthcare context, professional nurses are present with individuals, families, and communities as values, priorities, and intentions for healthcare services, resources, and systems change-persist with diversity over time. Professional nurses offer their energies to the attainment of desired changes in the global healthcare community.

Critical thinking skills are essential processes necessary for the practice of professional nursing. This core competency underlies independent and interdependent decision-making. It includes such processes as questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application, and creativity (AACN, 1998, p. 9). In utilizing these processes in nursing theory guided practice with nurse-person, nurse-group and nurse-community relationships, the baccalaureate prepared nurse assumes the roles of provider of care, designer/manager/coordinator of care, and member of a profession. These professional nursing roles are performed in leading-following situations whereby the baccalaureate-prepared nurse uses theory-guided and research-based knowledge in the direct and indirect delivery of nursing services to persons, groups, and communities where a priority and direction is set forth for decision-making and the changing of healthcare patterns, policies, and procedures needed in the shaping of local, national, and global healthcare delivery systems.

Section 1.5 - PROGRAM OBJECTIVES: Traditional BSN & Pre-Licensure ELMSN

1. To prepare competent, responsible practitioners guided by a theoretical perspective of nursing, grounded in a Biblical worldview and committed to compassionate service.
2. To integrate knowledge from Christian studies, the human sciences, the behavioral, biological, physical and medical sciences together with knowledge of nursing science as a basis for professional nursing practice.
3. To equip graduates with the knowledge, skills, and attitudes necessary to function competently as an entry level professional in a wide variety of settings who integrate Christ-centered nursing practice in a global context as a foundation for service.
4. To expose graduates to dynamic, evolving changes in healthcare systems.
5. To prepare graduates with a global perspective of healthcare needs for potential leadership opportunities and graduate nursing education who will impact local, national, and international communities.

Section 1.6 - PROGRAM OUTCOMES: Traditional BSN & Pre-Licensure ELMSN

Graduates of the baccalaureate nursing program shall

1. Demonstrate competent, responsible practice guided by a theoretical perspective of nursing, grounded in a Biblical worldview committed to compassionate service.
2. Utilize scholarship in the practice of nursing, integrating a wide range of knowledge drawn from sciences, cultures, and societies, within a Biblical perspective.
3. Demonstrate knowledge, skills, and attitudes necessary to function competently as an entry level professional in a wide variety of settings, integrating Christ-centered nursing practice in a global context as a foundation for service.
4. Transfer academic nursing principles into the dynamic, evolving interprofessional healthcare system.
5. Develop a global perspective of healthcare needs, demonstrating innovative leadership and professionalism that impacts local, national, and international communities.

Section 1.7 - PROGRAM OBJECTIVES: RN-BSN
1. To prepare competent, responsible practitioners guided by a theoretical perspective of nursing, grounded in a Biblical worldview and committed to compassionate service.
2. To integrate knowledge from Christian studies, the human sciences, the behavioral, biological, physical and medical sciences together with knowledge of nursing science as a basis for professional nursing practice.
3. To equip graduates with the knowledge, skills, and attitudes necessary to function competently as a professional in a wide variety of settings who integrate Christ-centered nursing practice in a global context as a foundation for service.
4. To expose graduates to dynamic, evolving changes in healthcare systems.
5. To prepare graduates with a global perspective of healthcare needs for potential leadership opportunities and graduate nursing education who will impact local, national, and international communities.

Section 1.8 - PROGRAM OUTCOMES: RN-BSN
Graduates of the baccalaureate nursing program shall
1. Demonstrate competent, responsible practice guided by a theoretical perspective of nursing, grounded in a Biblical worldview committed to compassionate service.
2. Utilize scholarship in the practice of nursing, integrating a wide range of knowledge drawn from sciences, cultures, and societies, within a Biblical perspective.
3. Demonstrate knowledge, skills, and attitudes necessary to function competently as a professional in a wide variety of settings, integrating Christ-centered nursing practice in a global context as a foundation for service.
4. Transfer academic nursing principles into the dynamic, evolving interprofessional healthcare system.
5. Develop a global perspective of healthcare needs, demonstrating innovative leadership and professionalism that impacts local, national, and international communities.

Section 1.9 – PROGRAM OUTCOMES: Entry Level Master’s Program
Entry Level Master’s students participate in both pre-licensure and post-licensure coursework leading to a Master in Science degree in nursing. Students must meet the AACN Essentials of Baccalaureate Education in Nursing (2008) and the AACN Essentials of Master’s Education in Nursing (2011).

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, inter-professional leadership that improves health in local, national, and international populations (Essential II, VII, VIII, IX).
Section 2.0
SCHOOL OF NURSING FACULTY

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Section 3.0
APPLICATION PROCEDURES & REQUIREMENTS

Section 3.1 - ADMISSION REQUIREMENTS: Traditional Program
Students are admitted as freshmen to pre-nursing status, and must complete the required pre-requisite courses to be considered for the nursing major. Transfer students who have completed the required prerequisites may also apply for admission to the nursing major (program). Sixty students may be selected for admission to the sophomore class annually for the fall semester. Sixty students may be selected for admission to the sophomore class annually for the spring semester. Selection is made on the basis of cumulative GPA, Science GPA, score from TEAS (Test of Essential Academic Skills), strength of application, letter of recommendation, interview, and completion of the prerequisite courses. A minimum overall 2.700 college/university GPA is required on a 4-point scale. LVN’s licensed in the state of California may be accepted into the program with advanced standing based on transfer of credit on a space available basis.

Section 3.1.1 - Eligibility
1. Acceptance to California Baptist University as a pre-nursing student
2. Submission of a school application to the nursing program (application forms are available in January at Admissions Office or the School of Nursing and due by the March preceding the fall semester entry date. Applications for the spring semester become available in June and are due by August 31 preceding the spring entry date.
3. Background Check Clearance
4. Health Clearance
5. Overall cumulative GPA of 2.7 or better on a 4-point scale. A cumulative GPA of 2.7 alone does not guarantee acceptance into the program.
6. Completion of the following prerequisites (or their equivalent) with a minimum grade of “C” in each: Fundamentals of Chemistry (3 semester credits), Organic and Biochemistry for Health Services w/lab (4), Human Anatomy and Physiology (8), Human Microbiology w/lab (4), English Composition (6), Oral Communication (3), Intermediate Algebra or Introductory Statistics (3), Lifespan Development (3)
7. Take the Test of Essential Academic Skills (TEAS) test
8. Submission of two letters of recommendation using the School of Nursing form.
9. An interview may be requested.
10. Such other requirements as the School of Nursing may deem appropriate.

Section 3.2 - ADMISSION REQUIREMENTS: Entry-Level Master of Science in Nursing
The Entry Level MSN program is designed for candidates who hold a non-nursing baccalaureate degree who are interested in transitioning into the field of nursing and/or pursuing a doctoral degree. CBU’s Entry-Level Master of Science in Nursing (EL MSN) offers applicants the opportunity to become a licensed RN, and then complete post-licensure coursework to earn a Master of Science in Nursing (MSN).

EL MSN students complete 64 units of Board of Registered Nursing (BRN) approved pre-licensure nursing courses designed to prepare the students to take the National Council Licensure Examination NCLEX-RN. Once licensed and employed as a Registered Nurse, the student completes an additional 45-61 units of post-licensure coursework depending on their chosen concentration.

The 16 week semesters are comprised of courses which are scheduled in an accelerated full-time delivery mode for the pre-licensure theoretical and practicum content and a part-time delivery mode for the post-
licensure portion of the program. Classroom theoretical and clinical courses match the BRN time allocation required and approved for all pre-licensure nursing students. Students are advised that the pre-licensure portion of the program represents a very intensive, full-time commitment for the students. The School of Nursing recommends students not work or entertain other commitments outside of this program during pre-licensure portion of the program. 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 or Oral 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 postlicensure 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.

^Not required to enroll in MSN post-licensure program.
Section 3.3 - COMPETENCIES AND REQUIRED PREREQUISITE COURSES FOR UNDERGRADUATE PROGRAM:

BIO153 Anatomy and Physiology I w/Lab (4)
BIO163 Anatomy and Physiology II w/Lab (4)
BIO205 Human Microbiology w/Lab (4)
CHE102 Fundamentals of Chemistry (3)
CHE112 Organic & Biochemistry for Health Sciences w/Lab (4)
ENG113 Composition (3) [English competency]
ENG123 Intermediate Composition (3)
MAT115 College Algebra (3) or MAT 144 Introduction to Statistics
PSY120 Lifespan Development (3)
SPC113 Oral Communication (3)

COMPETENCIES AND REQUIRED PREREQUISITE COURSES FOR PRE-LICENSURE PROGRAM:

BIO153 Anatomy and Physiology I w/Lab (4)
BIO163 Anatomy and Physiology II w/Lab (4)
BIO205 Human Microbiology w/Lab (4)
CHE112 Organic & Biochemistry for Health Sciences w/Lab (4)
ENG123 Intermediate Composition (3)
MAT 144 Introduction to Statistics
PSY120 Lifespan Development (3)
PSY345 Abnormal Psychology
SOC213 or ANT225 General Sociology or Cultural Anthropology
SPC113 Oral or Interpersonal Communication (3)

Section 3.4 - STUDENT CLASSIFICATION

Applicants admitted to the undergraduate program will be considered according to one of the following classifications:

Section 3.4.1 - Traditional Students

Traditional Students enter as first time freshmen, complete the pre-requisite (pre-nursing) coursework and apply to the Nursing Program to complete requirements for licensure and the BSN degree. Students who do not meet the qualifications for the Nursing Program may complete a baccalaureate degree in another field.

Section 3.4.2 - Transfer Students

Transfer students have equal access for open spaces in nursing courses. California Baptist University policy on challenging courses can be found on page 53 of the University catalogue.

General Transfer/Challenge Policies:

1. Applicants planning to transfer nursing courses must first be accepted by and fulfill all matriculation requirements for California Baptist University. The School of Nursing should be contacted at the time of application to the University.

2. Applicants must meet one or more of the following criteria:
   A. Hold a current registered nurse licensure in the U.S.
   B. Be a graduate of a regionally accredited program or California Board of Registered Nursing approved school.
   C. Be an RN student in a regionally accredited or California Board of Registered Nursing approved program.
D. Provide proof of completed nursing education from outside the United States.

3. Placement of students is based upon individual portfolio evaluation.

4. Separate application with application fee must be made to the School of Nursing. It is recommended that this be done concurrently with application to the University. Final acceptance into nursing will not be made until official acceptance to the University is granted.

5. To be considered for acceptance into the program, all applicants must have a minimum cumulative GPA of 2.7.

6. Transfer/challenge students who have met prerequisites comparable to traditional students will have equal access for all open spaces in all nursing courses.

7. ENG 113 and ENG 123 must be completed before starting the transfer process. It is recommended that all of the required non-nursing prerequisites as outlined in the Nursing Course Plan for the nursing major be completed before entering clinical nursing courses. Transfer credit for non-nursing courses will be granted by the Registrar’s Office as outlined in the University Catalog. If a given nursing course from a regionally accredited nursing program is comparable in content and level to a given course offered by School of Nursing Baccalaureate Program, transfer credit will be granted.

8. All RN degree completion candidates will participate in a transition course (NUR 201) specially designed to facilitate socialization into baccalaureate professional nursing. It will be taken during the first year following acceptance into the baccalaureate nursing program.

8.1 RN degree completion students may be required to pass the NUR 215 Fundamental skills for Nursing Practice course. Transfer/challenge students may receive credit for this course through demonstration of current clinical practice whereby the agency where the student is employed validates fundamental skills through a check list evaluation.

8.2 All transfer/challenge students must successfully demonstrate clinical and theory skills of physical assessment to the same level as traditional students in the course in which the RN intends to enroll.

8.3 NURS 235 Physical Assessment must be successfully completed prior to enrollment in any other clinical nursing course.

9. Licensed practicing RNs who have graduated from California BRN approved schools may transfer credit for the following courses: Fundamental Skills for Nursing Practice, Pharmacology and Nutrition, Adult Health I and Adult Health I practicum; Nursing Services with the Childbearing family theory course and practicum; Nursing Services with the Childrearing Family theory course and Practicum; and Mental Health Nursing and Mental Health Nursing Practicum.

10. Students receiving financial assistance may need to take 12 units while they are challenging nursing courses.

11. Following notification of acceptance into the baccalaureate program of the School of Nursing, the candidate may begin the transfer/challenge process. The process consists of a portfolio review of prior learning; transfer credit shall be awarded for assessment and validation of prior coursework followed by an opportunity for the RN degree completion student to challenge other required nursing courses. The challenge process shall consist of examination with theory and clinical components. The theory portion should be passed before the clinical component is taken.

12. Prior to going to the clinical agency, all challenge students must have evidence of healthcare provider current CPR certification. The School of Nursing health clearance form and clinical requirements required of all nursing majors must be submitted prior to clinical challenge and admission to clinical nursing courses.

13. Candidates for the challenge process have the option of scheduling the examination in such a way that, if unsuccessful, subsequent enrollment in the course is possible.

14. Students wishing to receive university credit for the challenged course must register for the course and tuition will be charged. The course will appear on the transcript and will have a non-letter grade of “credit” or “no credit.” Students wishing to be exempt from the requirement, but not wishing to receive university credit, will be billed the credit by exam fee, and no credit will be earned. Courses may be challenged one time only.
15. Transfer/challenge students must meet all agency requirements and nursing student requirements for clinical experience as outlined in the California Baptist University School of Nursing student handbook.

The following nursing courses may be challenged:

- NUR 255 Adult Health I and NUR 256 Adult Health I Practicum;
- NUR 260 Nursing Services for the Older Adult/Family and NUR 261 Nursing Practicum with the Older Adult/Family;
- NUR 325 Nursing Services with the Childbearing Family and NUR 326 Nursing Services with the Childbearing Family Practicum;
- NUR 335 Nursing Services with the Childrearing Family and NUR 336 Nursing Services with the Childrearing Family Practicum;
- NUR355 Mental Health Nursing Services and NUR 356 Mental Health Nursing Services Practicum;
- NUR 440 Adult Health II and NUR 441 Adult Health II Practicum

Section 3.4.3 - LVN to BSN-RN

Licensed Vocational Nurses seeking a baccalaureate degree and RN licensure fall under the following transfer and challenge policies.

1. Applicants planning to challenge nursing courses must first be accepted by and fulfill all matriculation requirements of California Baptist University. The School of Nursing should be contacted at the time of application to the University.
2. Separate application must be made to the School of Nursing. It is recommended that this be done concurrently with application to the University. Final acceptance into nursing will not be made until official acceptance to the University is granted.
3. To be considered for acceptance into the baccalaureate nursing program, all applicants must have a minimum of grade point average of 2.7.
4. Transfer/challenge students who have met prerequisites comparable to the generic student will have equal access for open spaces in all nursing courses.
5. All the required pre-nursing prerequisites as outlined in the Nursing Course Plan for the baccalaureate nursing major must be completed before entering clinical nursing courses (except 30-unit option). Transfer credit for non-nursing courses will be granted by the Registrar’s office as indicated in the University catalog. If a given nursing course from a regionally accredited nursing program is comparable in content to a given course offered by the School of Nursing baccalaureate nursing program, transfer credit will be granted.
6. Students receiving financial assistance may need to take a minimum of 12 units while they are challenging nursing courses.
7. Following notification of acceptance into the baccalaureate major in nursing, the candidate may begin the challenge process.
8. Candidates for the challenge process have the option of scheduling the examination in such a way that, if unsuccessful, subsequent enrollment in the course is possible.
9. Students wishing to receive university credit for the challenged course must register for the course and tuition will be charged. The course will appear on the transcript and will have a non-letter grade of “credit” or “no credit.” Students wishing to be exempt from the requirement, but not wishing to receive university credit, will be billed the credit by exam fee, and no credit will be earned. Courses may be challenged one time only. Specific policies related to LVNs or LPNs (Licensed Practical Nurses) follow. Transfer/challenge students nursing programs or other health profession backgrounds will evaluated individually.

LVNs will be allowed to challenge lower division courses if unable to demonstrate comparability from a regionally accredited academic institution.
Lower division nursing courses must be challenged in sequence. 200 level nursing courses may be challenged based on examination and individual portfolio evaluation. See RN transfer/challenge guidelines if applicable. All 300 level and 400 level nursing courses must be taken.

10. All LVNs or LPNs will participate in NUR 201 Theoretical Foundations of Nursing, a 3 unit didactic course designed to facilitate a transition into the theoretical philosophical foundations of professional nursing and the conceptual framework for California Baptist University School of Nursing. It must be taken in the first year following acceptance into the program.
11. The LVN applicant must hold current, active, unencumbered licensure in the United States.
12. The LVN applicant may take the 30 unit option curriculum or seek application to the BSN program.
13. Students must meet all health and clinical agency nursing policies that are applicable to other nursing students. Students will provide their own transportation to clinical agencies. All students must have a valid driver’s license and access to a car.

Section 3.4.4 - LVN Thirty Unit Option
This option permits the LVN to take nursing and related science courses in order to qualify for the California Registered Nurse Licensure Examination. Transfer into the degree program is possible.

1. The applicant’s portfolio will be evaluated on an individual basis. Academic credit earned in regionally accredited institutions of higher education for comparable courses will be accepted for transfer.
2. The following courses must be completed prior to the NCLEX RN examination:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 153</td>
<td>Human Anatomy and Physiology</td>
<td>4 units</td>
</tr>
<tr>
<td>BIO 205</td>
<td>Microbiology</td>
<td>4 units</td>
</tr>
<tr>
<td>NUR 255</td>
<td>Adult Health Nursing I</td>
<td>4 units</td>
</tr>
<tr>
<td>NUR 256</td>
<td>Adult Health I Nursing Practicum</td>
<td>3 units</td>
</tr>
<tr>
<td>NUR 355</td>
<td>Mental Health Nursing</td>
<td>3 units</td>
</tr>
<tr>
<td>NUR 356</td>
<td>Mental Health Nursing Practicum</td>
<td>2 units</td>
</tr>
<tr>
<td>NUR 260</td>
<td>Nursing of the Older Adult Client/Family</td>
<td>2 units</td>
</tr>
<tr>
<td>NUR 261</td>
<td>Nursing of the Older Adult Client/Family Practicum</td>
<td>1 unit</td>
</tr>
<tr>
<td>NUR 470</td>
<td>Christian Leadership and Management in Nursing</td>
<td>3 units</td>
</tr>
<tr>
<td>NUR 471</td>
<td>Christian Leadership/Management in Nursing Practicum</td>
<td>2 units</td>
</tr>
<tr>
<td>NUR 499</td>
<td>Senior Capstone Practicum</td>
<td>2 units</td>
</tr>
</tbody>
</table>

Total 30 units

Section 3.4.5 - RN to BSN
Transfer/challenge for registered nurses and students transferring from other RN programs but who wish to obtain a baccalaureate degree fall under the following general policies:

1. Applicants planning to transfer nursing courses must first be accepted by and fulfill all matriculation requirements for California Baptist University. The School of Nursing should be contacted at the time of application to the University.
2. Applicants must meet one or more of the following criteria:
   A. Hold a current registered nurse licensure in the U.S.
   B. Be a graduate of a regionally accredited program or California Board of Registered Nursing approved school.
   C. Be an RN student in a regionally accredited or California Board of Registered Nursing approved program.
   D. Provide proof of completed nursing education from outside the United States.
3. Placement of students is based upon individual portfolio evaluation.
4. Separate application with application fee must be made to the School of Nursing. It is recommended that this be done concurrently with application to the University. Final acceptance into nursing will not be made until official acceptance to the University is granted.

5. To be considered for acceptance into the program, all applicants must have a minimum cumulative GPA of 2.7.

6. Transfer/challenge students who have met prerequisites comparable to traditional students will have equal access for all open spaces in all nursing courses.

7. ENG 113 and ENG 123 must be completed before starting the transfer process. It is recommended that all of the required non-nursing prerequisites as outlined in the Nursing Course Plan for the nursing major be completed before entering clinical nursing courses. Transfer credit for non-nursing courses will be granted by the Registrar’s Office as outlined in the University Catalog. If a given nursing course from a regionally accredited nursing program is comparable in content and level to a given course offered by School of Nursing Baccalaureate Program, transfer credit may be granted.

8. All RN degree completion candidates will participate in a theoretical foundations course (NUR 201) specially designed to facilitate socialization into baccalaureate professional nursing. It will be taken during the first year following acceptance into the baccalaureate nursing program.

8.1 RN degree completion students may be required to pass the NURS 215 Fundamental Skills for Nursing course. Transfer/challenge students may receive credit for this course through demonstration of current clinical practice whereby the agency where the student is employed validates fundamental skills through a check list evaluation.

8.2 All transfer/challenge students must successfully demonstrate clinical and theory skills of physical assessment to the same level as traditional students in the course in which the RN intends to enroll.

8.3 NURS 235 Physical Assessment must be successfully completed prior to enrollment in any other clinical nursing course.

9. Licensed practicing RNs who have graduated from California BRN approved schools may transfer credit for the following courses: Fundamental Skills for Nursing Practice, Pathophysiology, Pharmacology and Nutrition, Adult Health I and Adult Health I Practicum; Nursing Services for the Older Adult/family and Nursing Practicum with the Older Adult/Family; Nursing Services with the Childbearing family theory course and practicum; Nursing Services with the Childrearing Family theory course and Practicum; and Mental Health Nursing and Mental Health Nursing Practicum.

10. Students receiving financial assistance may need to take 12 units while they are challenging nursing courses.

11. Following notification of acceptance into the baccalaureate program of the School of Nursing, the candidate may begin the transfer/challenge process. The process consists of a portfolio review of prior learning; transfer credit shall be awarded for assessment and validation of prior coursework followed by an opportunity for the RN degree completion student to challenge other required nursing courses. The challenge process shall consist of examination with theory and clinical components. The theory portion should be passed before the clinical component is taken.

12. Prior to going to the clinical agency, all challenge students must have evidence of current CPR certification. The School of Nursing health form and all agency clinical requirements required of all nursing majors must be submitted prior to clinical challenge and admission to clinical nursing courses.

13. Candidates for the challenge process have the option of scheduling the examination in such a way that, if unsuccessful, subsequent enrollment in the course is possible.

14. Students wishing to receive university credit for the challenged course must register for the course and tuition will be charged. The course will appear on the transcript and will have a non-letter grade of “credit” or “no credit.” Students wishing to be exempt from the requirement, but not wishing to receive university credit, will be billed the credit by exam fee, and no credit will be earned. Courses may be challenged one time only.
Section 4.0
ACADEMIC STANDARDS

Section 4.1 - GRADE POINT AVERAGE
After admission to the nursing major, students must maintain a cumulative GPA of 2.5 and have no grades lower than a “C” in all theory and clinical courses in order to progress in pre-licensure nursing courses. Entry-level Master’s students must meet the academic requirements of the graduate student (see graduate catalog).

Section 4.2 - REPEATING COURSES
Students failing theory only, clinical only, or both clinical and theory may not progress to any other course until they have successfully completed the concurrent course requirements. Students will be permitted to repeat nursing courses one time only. This is University policy for all courses.

Section 4.3 - DISMISSAL FROM THE PROGRAM
Students withdrawing more than once at a failing level (C- or below) or failing two nursing courses may be dropped from the nursing program. Students placed on contract two or more times for the same related problem may be dismissed from the program. Unsafe clinical nursing practice, regardless of GPA, may result in dismissal from the nursing program.

Section 4.4 - WITHDRAWAL FROM THE PROGRAM
Students who withdraw from nursing in good standing will be readmitted on a space-available basis.

Section 4.5 - ACADEMIC HONESTY
If a student writes while looking at a source or while looking at notes taken from a source, a citation to that source should be given. Whenever any idea is taken from a specific work, even when the student writes the idea entirely in his [or her] own words, there must be a citation giving credit to the author responsible for the idea. The student is entirely responsible for knowing and following the principles of paraphrasing. The student should never retain sentence patterns and/or substitute synonyms for the original words. The student should never retain the original words and alter the sentence pattern.

In other words, academic dishonesty includes giving or receiving assistance on an exam, unauthorized use of notes or books during an exam, falsifying information on an assignment or project, or claiming credit of an idea or statement that belongs to someone else. Academic dishonesty may result in an “F” for the course. If you have questions about whether or not a specific act would be considered dishonest, please read the CBU Student Handbook & Calendar and then discuss the matter with the professor.
Section 5.0

COURSE DESCRIPTIONS

Section 5.1 – BSN COURSES

ANT225 Cultural Anthropology (3)
A general survey of Cultural Anthropology as a social science, including cultural factors that affect human behavior. Topics include language, kinship, art, religion, subsistence, and cultural change. This course or SOC113 is a prerequisite for all other courses in Sociology or Anthropology.

BIO153 Anatomy and Physiology I w/Lab (4)
This course is designed for professional nursing and general college students. Included are a general survey of human histology and the study of structure and function of organ systems of the human body, including the integument, skeletal, muscular, endocrine and nervous systems. Structure and function of sensory organs are also included in the course. Correlated by laboratory experience and demonstration. Lecture (3 units) and required laboratory (1 unit). Additional lab fee.

BIO163 Anatomy and Physiology II w/Lab (4)
A continuation of BIO 153 (Anatomy and Physiology I). Included is the study of structure and function of the circulatory (blood, heart, blood vessels and circulation), lymphatic, immune, respiratory, urinary and reproductive systems. Lecture (3 units) and required laboratory (1 unit). Additional lab fee. Prior completion of BIO153 is recommended.

BIO205 Human Microbiology w/Lab (4)
A study of microorganisms with special emphasis on bacteria and viruses in the human environment. Lecture (3 units) and required laboratory (1 unit). Additional Lab fee.

CHE102 Fundamentals of Chemistry (3)
A review of the fundamental topics in chemistry including units of measurement, classifications of matter, atomic and molecular structure, bonding, the periodic table, chemical reactions, solutions, gases, and energy.

CHE112 Organic and Biochemistry for Health Sciences w/Lab (4)
A survey of Organic and Biochemistry topics with special emphasis on metabolic processes and application to medicine and health. Lecture (3 units) and required laboratory (1 unit). Additional Lab fee. Prereq: CHE 102.

NUR201 Theoretical Foundations in Nursing (3 units theory credit)
This course provides an introduction to the paradigms, theories, concepts, and values of the discipline of nursing. The course provides an overview of the BSN program mission, philosophy, goals, objectives, and conceptual framework, as well as conceptual and essential component themes of the baccalaureate program in the California Baptist University School of Nursing. This course is designed to enhance understanding of the history of the discipline, the phenomenon of interest in nursing, and the roles of the professional nurse. Professional standards of nursing practice will be highlighted. An emphasis is placed on practice with communication/collaboration activities, the nurse-person relationship and a beginning understanding of the nurse’s presence and role in being with people as they live health and quality of life.
Pre-Requisites: Admission into the nursing major.

NUR215 Fundamental Skills for Nursing Practice (4 units: 2 hrs/wk theory, 6 hrs/wk skills lab)
Prepares students to perform basic nursing skills based on mastery of core scientific principles.
Pre-Requisites: Admission to the nursing major.
NUR235 Physical Assessment (4 units of credit, 2hrs/wk theory and 6hrs/wk practicum)
The course includes two (2) credit hours theory, two (2) credit hours/laboratory practicum and focuses on helping students acquire skills to conduct a comprehensive health assessment. The process of data collection, interpretation, documentation and dissemination of assessment data will be addressed. The practicum provides students with the opportunity to use interview, observation, percussion, palpation, inspection and auscultation in assessing clients across the lifespan in simulated and actual settings. Pre-requisites: Admission into nursing major.

NUR255 Adult Health I (4 units theory credit)
Introduction to theory-based nursing services with the young, middle and older adult. Focus is on the core knowledge acquisition and medical collaboration activities with health promotion/disease prevention, illness and disease management of common acute and chronic illnesses. Co-requisites: NUR 256

NUR256 Adult Health Practicum (3 units of credit, 9 hrs/wk practicum)
This is a 3 credit practicum course in which 9 hours/per week will be spent in the healthcare agency setting. Under the supervision of nursing faculty and agency staff, each student will provide nursing services for adults in a variety of inpatient agency hospital settings. Co-requisites: NUR 255

NUR260 Nursing Services for the Older Adult Family (2 units theory credit)
This course focuses on the health-related issues of older adults. Major content areas include viewing the unique needs of elders from a nursing theoretical perspective. An interdisciplinary and collaborative healthcare provider approach will be given in the discussion of knowledge concerning physical, psychological, economic and social age related changes. The course will explore personal, cultural, societal attitudes toward aging for the purpose of an enhanced understanding from the elder’s perspective. Co-requisites: NUR 261

NUR261 Nursing Practicum with the Older Adult/Family (1 unit credit, 3 hrs/wk practicum)
This practicum course focuses on the application for nursing knowledge with elderly persons and families. Emphasis is given to the collaborative application of biological, social, behavioral disciplinary knowledge with the practice and role description of the professional nurse. Nursing services shall be provided in a variety of settings including the community, assisted living facilities, acute care facilities, rehabilitation centers, and long term care facilities. Co-requisites: NUR 260

NUR301 Communication/Informatics in Nursing Practice (3 units theory credit)
Introduction of applications of informatics systems to nursing practice, education, research, and administration. Utilizing nursing theory/collaboration communication methods in the nurse-person relationship for purposes of health information acquisition and teaching-learning opportunities will be explored. Integrating various theories, students will understand the importance of becoming knowledge workers, and develop skills for information literacy. Students are introduced to computer hardware, software, data-bases, and communications applications. Developments in computer technologies are discussed in the context of telehealth, e-health, distance education, and research utilization. Associated human-computer interaction and legal and ethical issues are addressed. Students learn how nurses can use nursing informatics systems to work more efficiently, allocate resources more effectively, and improve nursing services.
NUR315 Pathophysiology (3 units theory credit)
Emphasis on complementary knowledge development in life sciences, as they relate to global health. Understanding of basic pathophysiology including disease processes, prevention, clinical signs and symptoms, secondary effects and methods of treatment, will enable health professionals to collaborate and provide curative and rehabilitative services. Study of scientific principles assist in developing critical thinking and analytic methods of inquiry for nursing practice. This course builds upon the general principles of anatomy/physiology studied as a nursing prerequisite. Presentation of a pathophysiological problem through a research paper is required. The effects of psychosocial stimuli on disease will be discussed. A global approach to disease will be emphasized. Students are expected to look at vital statistics of disease and research results in a critical manner. Pre-requisites: Admission to the nursing program.

NUR320 Pharmacology and Nutrition (3 units theory credit)
An introduction to the basic principles of pharmacology and nutrition with a focus on pharmacokinetics, pharmacodynamics, and therapeutic implications for major drug categories as well as natural products. Emphasis also on nutritional health promotion as well as therapeutic nutrition related to selected illness states.

NUR325 Nursing Services with the Childbearing Family (3 units theory credit)
Theoretical basis for professional nursing practice with childbearing families. Emphasis is on childbearing as a family experience, nurse-family processes, and changing health patterns with childbearing families. Nursing role, communication/collaboration activities and teaching-learning opportunities with health promotion, risk reduction, and disease prevention will be discussed.
Co requisites: NUR 326

NUR326 Nursing Services with the Childbearing Family Practicum (2 units of credit, 6hrs/wk practicum)
Practicum focuses on the application of nursing theory and nurse-family processes in providing nursing services and collaborative activities in preventive, supportive and restorative services to members of the childbearing family.
Co requisites: NUR 325

NUR335 Nursing Services with the Childrearing Family (3 units theory credit)
The study of nursing science with childrearing families and health care issues commonly associated with children and adolescents. Nursing theory focuses on the meaning of health from the perspective of the childrearing family members. The focus will be on theoretical knowledge acquisition, teaching-learning, change-persistence, and collaboration with other healthcare professionals in health promotion/disease prevention as well as the management of common acute and chronic illnesses in children and adolescents. Emphasis is on the child in the family and the nursing services provided as the family lives with health in many diverse settings.
Co requisites: NUR 336

NUR336 Nursing Services with Childrearing Families Practicum (2 units of credit, 6 hrs/wk practicum)
Practicum application of nursing theory and research-based nursing services of children and adolescents. Focus is on changing health, teaching-learning and collaborative nursing activities with promotion/disease prevention, as well as the management of common acute and chronic illnesses in a variety of healthcare settings. Co requisites: NUR 335
NUR355 Mental Health Nursing (3 units theory credit)
Introduction to mental health nursing services and nurse-person and nurse-group communication patterns. Focus is on interdisciplinary collaboration, teaching-learning, and change-persistence patterns with health promotion/disease prevention, as well as the management of common and acute and chronic medical diagnosis of mental health issues with individuals, families, and communities. A nursing theoretical perspective under girding nursing practice shall be emphasized. Various nursing services and treatment modalities are explored. Nursing services with special populations including the homeless and issues regarding abuse, neglect, and substance abuse are explored.
Co-requisites: NUR 356

NUR356 Mental Health Nursing Practicum (2 units of credit, 6hrs/wk practicum)
Practicum learning experience of nursing services with persons who have the medical diagnosis of mental illness in both inpatient and community treatment settings. Focus is on the changing healthcare systems and collaborative health promotion/disease prevention, as well as the nurse-person, nurse-group, nurse-community patterns of relating, and management of common acute and chronic mental health problems with individuals and families.
Co-requisites: NUR 355

NUR375 Research/Writing for the Health Care Professional (3 units theory credit)
Nursing 375 is designed to provide an introduction and overview of nursing research. The course will be devoted to a discussion of the development of nursing research and its utilization in the practice of nursing. Additionally, the course will introduce basic terminology, principles of research, methods and designs of qualitative and quantitative nursing research with the goal of aiding the student to critically evaluate and utilize nursing research. The “So What?” connections between nursing theory and health care research and the possible importance for nursing practice and the profession will be regularly discussed.

NUR420 Community/Public Health Nursing (3 units theory credit)
The course focuses on a theoretical understanding of nursing concepts which are utilized in nurse-community processes while providing nursing services to individuals, families, communities, and aggregates of populations. The student will explore the role of the community health/public health nurse as an interdisciplinary collaborator with other members of the healthcare team. Changing healthcare systems and policies from a global perspective will be explored. Co-requisites: NUR 421

NUR421 Community/Public Health Nursing Practicum (3 units theory credit)
Practicum experience in community/public health nursing focusing on collaborative policy development, change, teaching-learning processes, the role, application of public health principles and nursing processes in the provision of nursing services with individuals/families and populations in a variety of community-based settings. Co-requisites: NUR 420

NUR430 Transcultural Patterns of Health (3 units theory credit)
This course will examine patterns of health beliefs and values from a nursing theoretical perspective. Health beliefs determined by religion, culture, society, and history will be reviewed. The course will examine how views of health influences health care, the health care delivery system, and specific elements of health throughout the life span. An important component of the course will be examination of the professional nurse’s role and implications for nursing services. Application of nursing research in health beliefs and values will also be included.
NUR440 Adult Health II (3 units theory credit)
Advanced study of theory and research-based nursing services of the young, middle and older adult. Focus is on the knowledge acquisition and management of complex acute and chronic illnesses and end of life processes. Co-requisites: NUR 441

NUR441 Adult Health II Practicum (3 units of credit, 9 hrs/wk practicum)
Practicum course with focus on advanced application of theory and research-based nursing services for young, middle and older adults. Focus is on collaborative interdisciplinary management of complex adult health illnesses and situations in a variety of healthcare settings. Co-requisites: NUR 440

NUR460 Ethics and Issues in Healthcare (3 units theory credit)
The philosophical and ethical aspects of the roles of professional roles of provider, designed and member of profession are examined. Emphasis is placed on current issues of professional and legal accountability and responsibility, professional liability, advocacy, collective action, and the ethical responsibilities and decision making for the profession and changing healthcare systems.

NUR470 Christian Leadership in Nursing (3 units theory credit)
Concepts of management, leadership and followership, change-persistence and organizational structure as frameworks for managing policy development and delivery of nursing care to groups of clients in an acute care setting. The transition from student role to professional nursing role as provider, coordinator, and designer is emphasized. Co-requisites: NUR 471

NUR471 Christian Leadership in Nursing Practicum (3 units of credit, 9 hrs/wk practicum)
Practicum hours are to equal hours 6 hours per week for the 15 weeks semester (90 hours total for the semester). This experience emphasizes the student experience of observing and assuming the role of nurse leader/manager. Implications for nursing theory-driven practice, teaching-learning processes, change-persistence, and collaboration with other healthcare providers shall be emphasized. Co-requisites: NUR 470

NUR494 NCLEX Review (1)
This NCLEX review course shall be scheduled by the School of Nursing for all graduating senior nursing students. This class is a graduation requirement.

NUR 498 Senior Capstone Practicum (2 units of credit, 6 hrs/wk of practicum)
(LVN 30 unit option only). This practicum course focuses on the roles and responsibilities of a new graduate professional nurse. The course provides an opportunity for the student to further develop appropriate leadership and practice nursing skills necessary for the beginning practitioner role. It also facilitates synthesis for nursing knowledge and skills acquired in previous LVN option courses for the provision of nursing care to individuals and families.

NUR 499 Senior Capstone Practicum (3 units of credit, 9 hrs/wk of practicum)
This practicum senior level course focuses on the roles and responsibilities of a new graduate BSN professional nurse. The course provides an opportunity for the student to further develop leadership and practice nursing skills necessary for the beginning practitioner role. It also facilitates synthesis of the nursing knowledge and skills acquired in previous program courses in the provision of nursing care to individuals, families, and aggregates. Faculty in collaboration with the nursing administrators in health care agencies identify agency nurses who will assist students to achieve course/individual objectives in the agency. A nursing clinical faculty member and the selected agency nurse, i.e., Clinical Faculty, who is matched with the student assist the student to develop a Personal Objective Plan. The Plan is a set of individualized specific measurable objectives, which guide the student’s clinical learning experience while meeting course objectives. The Clinical Faculty, the student and Campus Faculty form a three person team which facilitates the implementation of the student’s plan.
Section 5.2 – ELMSN PRE-LICENSURE COURSES

NUR 501 Theoretical Foundations/Ethics in Nursing (3)
This course provides an introduction to the paradigms, theories, concepts, and values of the discipline of nursing. The course provides an overview of the BSN program mission, philosophy, goals, objectives, and conceptual framework, as well as conceptual and essential component themes of the baccalaureate program in the California Baptist University School of Nursing. This course is designed to enhance understanding of the history of the discipline, the phenomenon of interest in nursing, and the roles of the professional nurse. Professional standards of nursing practice will be highlighted. An emphasis is placed on practice with communication/collaboration activities, the nurse-person relationship and a beginning understanding of the nurse’s presence and role in being with people as they live health and quality of life.

NUR 502 Fundamental Nursing Skills (4)
Preparing students to perform basic nursing skills based on mastery of core scientific principles. Two (2) hours/week theory; Six (6) hours/week skills lab.

NUR 512 Physical Assessment (4)
The course includes two (2) credit hours theory, two (2) credit hours/laboratory practicum and focuses on helping students acquire skills to conduct a comprehensive health assessment. The process of data collection, interpretation, documentation and dissemination of assessment data will be addressed. The practicum provides students with the opportunity to use interview, observation, percussion, palpation, inspection and auscultation in assessing clients across the lifespan in simulated and actual settings. Two (2) hours/week theory; Six (6) hours/week practicum.

NUR 515 Pathophysiology (3)
Emphasis on complementary knowledge development in life sciences, as they relate to global health. Understanding of basic pathophysiology including disease processes, prevention, clinical signs and symptoms, secondary effects and methods of treatment, will enable health professionals to collaborate and provide curative and rehabilitative services. Study of scientific principles assist in developing critical thinking and analytic methods of inquiry for nursing practice. This course builds upon the general principles of anatomy/physiology studied as a nursing prerequisite. Presentation of a pathophysiological problem through a research paper is required. The effects of psychosocial stimuli on disease will be discussed. A global approach to disease will be emphasized. Students are expected to look at vital statistics of disease and research results in a critical manner.

NUR 516 Pharmacology and Nutrition (3)
An introduction to the basic principles of pharmacology and nutrition with a focus on pharmacokinetics, pharmacodynamics, and therapeutic implications for major drug categories as well as natural products. Emphasis also on nutritional health promotion as well as therapeutic nutrition related to selected illness states.

NUR 521 Adult Health I (4)
Introduction to theory-based nursing services with the young, middle and older adult. Focus is on the core knowledge acquisition and medical collaboration activities with health promotion/disease prevention, illness and disease management of common acute and chronic illnesses. Pre-requisite: NUR 522.

NUR 522 Adult Health I Practicum, (3)
Application of nursing theory-based services for young, middle, and older adults. Acute and chronic issues of health integration and themes of collaboration/communication, critical thinking, teaching-learning, change-persistence and leading-following in nursing services are emphasized. Focus is on collaborative services with health promotion/disease prevention as well as the medical management of common acute and chronic illnesses in a variety of settings. Nine (9) hours/week practicum). Co-requisites: NUR 521.
NUR 523 Older Adult/Family Nursing (2)
This course focuses on the health-related issues of older adults. Major content areas include viewing the unique needs of elders from a nursing theoretical perspective. An interdisciplinary and collaborative healthcare provider approach will be given in the discussion of knowledge concerning physical, psychological, economic and social age related changes. The course will explore personal, cultural, societal attitudes toward aging for the purpose of an enhanced understanding from the elder’s perspective. Co-requisites: NUR 524.

NUR 524 Older Adult/Family Nursing Practicum (1)
This practicum course focuses on the application for nursing knowledge with elderly persons and families. Emphasis is given to the collaborative application of biological, social, behavioral disciplinary knowledge with the practice and role description of the professional nurse. Nursing services shall be provided in a variety of settings including the community, assisted living facilities, acute care facilities, rehabilitation centers, and long term care facilities. Three (3) hours/week in practicum setting). Co-requisites: NUR 523.

NUR 526 Mental Health Nursing (3)
Introduction to mental health nursing services and nurse-person and nurse-group communication patterns. Focus is on interdisciplinary collaboration, teaching-learning, and change-persistence patterns with health promotion/disease prevention, as well as the management of common and acute and chronic medical diagnosis of mental health issues with individuals, families, and communities. A nursing theoretical perspective under girding nursing practice shall be emphasized. Various nursing services and treatment modalities are explored. Nursing services with special populations including the homeless and issues regarding abuse, neglect, and substance abuse are explored. Co-requisites: NUR 527.

NUR 527 Mental Health Nursing Practicum (2)
Practicum learning experience of nursing services with persons who have the medical diagnosis of mental illness in both inpatient and community treatment settings. Focus is on the changing healthcare systems and collaborative health promotion/disease prevention, as well as the nurse-person, nurse-group, nurse-community patterns of relating, and management of common acute and chronic mental health problems with individuals and families. Six (6) hours/week practicum. Co-requisites: NUR 526.

NUR 530 Adult Health II (3)
Advanced study of theory and research-based nursing services of the young, middle and older adult. Focus is on the knowledge acquisition and management of complex acute and chronic illnesses and end of life processes. Co-requisites: NUR

NUR 531 Nursing Services with the Childbearing Family (3)
Theoretical basis for professional nursing practice with childbearing families. Emphasis is on childbearing as a family experience, nurse-family processes, and changing health patterns with childbearing families. Nursing role, communication/collaboration activities and teaching-learning opportunities with health promotion, risk reduction, and disease prevention will be discussed. Co-requisite: NUR 533.

NUR 533 Nursing Services with the Childbearing Family Practicum (2)
Practicum focuses on the application of nursing theory and nurse-family processes in providing nursing services and collaborative activities in preventive, supportive and restorative services to members of the childbearing family. Six (6) hours/week practicum. Corequisites: NUR 531.
NUR 535 Nursing Services with the Childrearing Family (3)
The study of nursing science with Childrearing families and health care issues commonly associated with children and adolescents. Nursing theory focuses on the meaning of health from the perspective of the Childrearing family members. The focus will be on theoretical knowledge acquisition, teaching-learning, change-persistence, and collaboration with other healthcare professionals in health promotion/disease prevention as well as the management of common acute and chronic illnesses in children and adolescents. Emphasis is on the child in the family and the nursing services provided as the family lives with health in many diverse settings. Prerequisites: NUR 537.

NUR 536 Adult Health II Practicum (3)
Practicum course with focus on advanced application of theory and research-based nursing services for young, middle and older adults. Focus is on collaborative interdisciplinary management of complex adult health illnesses and situations in a variety of healthcare settings. Nine (9) hours/week practicum. Co-requisites: NUR 530.

NUR 537 Nursing Services with the Childrearing Family Practicum (2)
Practicum application of nursing theory and research-based nursing services of children and adolescents. Focus is on changing health, teaching-learning and collaborative nursing activities with promotion/disease prevention, as well as the management of common acute and chronic illnesses in a variety of healthcare settings. Six (6 hours/week practicum). Corequisites: NUR 538.

NUR 538 Community/Public Health Nursing (3)
The course focuses on a theoretical understanding of nursing concepts which are utilized in nurse-community processes while providing nursing services to individuals, families, communities, and aggregates of populations. The student will explore the role of the community health/public health nurse as an interdisciplinary collaborator with other members of the healthcare team. Changing healthcare systems and policies from a global perspective will be explored. Pre-requisites: NUR 539.

NUR 539 Community/Public Health Nursing Practicum (3)
Practicum experience in community/public health nursing focusing on collaborative policy development, change, teaching-learning processes, the role, application of public health principles and nursing processes in the provision of nursing services with individuals/families and populations in a variety of community-based settings. Co-requisites: NUR 538.

NUR 541 Christian Leadership in Nursing/Case Management (3)
Concepts of management, leadership and followership, change-persistence and organizational structure as frameworks for managing policy development and delivery of nursing care to groups of clients in an acute care setting. The transition from student role to professional nursing role as provider, coordinator, and designer is emphasized. Co-requisites: NUR 543.

NUR 543 Christian Leadership in Nursing/Case Management Practicum (3)
Practicum hours are to equal hours 6 hours per week for the 15 weeks semester (90 hours total for the semester). This experience emphasizes the student experience of observing and assuming the role of nurse leader/manager. Implications for nursing theory-driven practice, teaching-learning processes, change-persistence, and collaboration with other healthcare providers shall be emphasized. Six (6) hours/week practicum. Preceptors are selected and assigned to students by the course coordinator and/or nursing faculty. Co-requisites: NUR 541.
NUR 546 Capstone Practicum (3)
This practicum senior level course focuses on the roles and responsibilities of a new graduate professional nurse. The course provides an opportunity for the student to further develop leadership and practice nursing skills necessary for the beginning practitioner role. It also facilitates synthesis of the nursing knowledge and skills acquired in previous program courses in the provision of nursing care to individuals, families, and aggregates. Faculty in collaboration with the nursing administrators in health care agencies identify agency nurses who will assist students to achieve course/individual objectives in the agency. A nursing clinical faculty member and the selected agency nurse, i.e., Clinical Faculty, who is matched with the student assist the student to develop a Personal Objective Plan. The Plan is a set of individualized specific measurable objectives, which guide the student’s clinical learning experience while meeting course objectives. The Clinical Faculty, the student and Campus Faculty form a three person team which facilitates the implementation of the student’s plan. Nine (9) hours/week practicum.

NUR549 NCLEX Review (1)
This NCLEX review course shall be scheduled by the School of Nursing for all pre-licensure nursing students. This class is a pre-licensure requirement.
### Section 6.0

**PROGRAM REQUIREMENTS**

Section 6.1 - NURSING COURSE PLAN Traditional student (Sample Degree Guide below)

<table>
<thead>
<tr>
<th>Freshman Year – Pre-requisite Course Work (Level 1)</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
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<tr>
<td>GST 100 FOCUS (1)</td>
<td>BIO163 Anatomy/ Physiology II w/Lab (4) [Sci/Kin]</td>
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<td>BIO153 Anatomy/Physiology I w/Lab (4) [Lab Sci]</td>
<td>CHE112 Organic and Biochemistry for Health Sciences w/Lab (4)</td>
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<td>CHE102 Fundamentals of Chemistry (3)</td>
<td>ENG123 Intermediate Composition (3) [English Comp]</td>
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<tr>
<td>BIO205 Human Microbiology w/Lab (4)</td>
<td>PSY120 Lifespan Development (3) [Beh. Sci. 1]</td>
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<td>ENG113 Composition (3) [English competency]</td>
<td>SPC113 Oral Communication (3) [Com Arts]</td>
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<tr>
<td>MAT115 College Algebra (3) [Math]</td>
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<th>Sophomore Year – Level 2</th>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>NUR201 Theoretical Foundations in Nursing (3)</td>
<td>NUR255 Adult Health I (4)</td>
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<td>NUR215 Fundamental Skills for Nursing Practice(4)</td>
<td>NUR 256 Adult Health I Practicum (3)</td>
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<td>NUR235 Physical Assessment (4)</td>
<td>NUR 315 Pathophysiology (3 u)</td>
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<td>NUR 301 Informatics (3)</td>
<td>PSY 345 ABN PSYCH (3 u)</td>
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<td>ART/MUS [Art/Music] (3)</td>
<td>CST Christian Studies (3) [CST 1]</td>
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<th>Junior Year – Level 3</th>
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<tr>
<td>ANT225 Cultural Anthropology (3) [Beh. Sci. 2]</td>
<td>NUR 320 Pharm &amp; Nut (3)</td>
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<td>NUR325 Nursing Services-Childbearing Family (3)</td>
<td>NUR355 Mental Health Nursing (3)</td>
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<td>NUR326 Nursing Services-Childbearing Family Practicum (2)</td>
<td>NUR356 Mental Health Nursing Practicum (2)</td>
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<td>NUR335 Nursing Services-Childbearing Family (3)</td>
<td>NUR420 Community/Public Health Nursing (3) [Poly Sci.]</td>
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<tr>
<td>NUR336 Nursing Services -Childbearing Family Practicum (2)</td>
<td>NUR421 Community/Public Health Practicum (3)</td>
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<tr>
<td>NUR 375 Research/Writing for the Health Care Professional (3)</td>
<td>SPA110 Spanish for Healthcare Professionals (3) [Foreign Lang. 1]</td>
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Section 6.2 - PROMOTION, RETENTION, GRADUATION, and DISMISSAL
The School of Nursing policies related to promotion, retention, graduation, and dismissal have been established to insure that the graduate is able to provide competent, responsible, nursing services.

1. Before being accepted to the nursing major, students must complete the prerequisite college courses with a minimum grade of “C” (2.0).
   Prerequisite courses include:
   - BIO153 Anatomy and Physiology I w/ Lab (4)
   - BIO163 Anatomy and Physiology II w/ Lab (4)
   - BIO205 Human Microbiology w/ Lab (4)
   - CHE102 Fundamentals of Chemistry (3)
   - CHE112 Organic & Biochemistry for Health Sciences w/ Lab (4)
   - ENG113 Composition (3) [English competency]
   - ENG123 Intermediate Composition (3)
   - MAT115 Intermediate Algebra (3) or STA144 Introductory Statistics (3)
   - PSY120 Lifespan Development (3)
   - SPC113 Oral Communication (3)

2. After admission to the nursing major, students must maintain a cumulative GPA of 2.5 and have no grades lower than a “C” in all theory and clinical courses in order to progress in nursing.
3. Students will be permitted to repeat nursing courses one time only. Students withdrawing more than once at a failing level (C- or below) or failing two nursing courses may be dropped from the nursing program.
4. Unsafe clinical nursing practice, regardless of GPA, may result in dismissal from the nursing program.
5. Students who withdraw from nursing in good standing will be readmitted on a space-available basis. Transfer/challenge students have equal access for open spaces in nursing courses.
Section 7.0
STUDENT GRIEVANCES

The Student Grievance policy may be found in the Student Handbook & Calendar as well as the University catalog. Consistent with this policy, the School of Nursing has established the following grievance procedure to be followed within the School of Nursing.

I.  GRIEVANCE PROCEDURE OVERVIEW
The Grievance Committee serves in an advisory capacity to the Dean of the School of Nursing. The Grievance Committee shall act as a vehicle for communication between the student(s) and faculty member(s), and provide a process to mediate grievances that arise within the School of Nursing which can be resolved internally.

A. Justifiable cause for grievances should be defined as any act which in the opinion of the student(s) is perceived as a prejudiced or capricious action on the part of the faculty member(s).

B. The School of Nursing Grievance Procedure interfaces with the University Grievance Policy.

II. PROCEDURE: The Grievance Committee (hereinafter called the Committee) shall consist of the Associate Dean of Nursing, three students, one student alternate, three faculty members, and one alternate faculty member serving for one academic year plus summer.

A. Selection of student members:
   1. In the fall of each academic year, the students from each level (Level 2, Level 3, and Level 4) shall select by ballot three students (one from each level) who will serve on the Committee for the year. One additional student shall be selected as an alternate. This will be handled by the Nursing Student Association.
   2. If any of the three students selected are unable to serve, the alternate will serve in his/her place.
   3. If any students feel they would not be able to vote against a fellow student for any reason they will be asked to disqualify themselves from the Committee.

B. Selection of faculty members:
   1. Three faculty representatives are selected by the Dean. The Dean will select three faculty members representing each level of baccalaureate nursing education (Level 2, Level 3, and Level 4) if possible. One alternate faculty member will also be selected.
   2. The Associate Dean will be the chairperson of the Committee.

C. Organization of the Committee:
   1. Responsibilities of the chair of the grievance committee:
      a. Meet with the person(s) filing the grievance to clarify the process and potential outcomes.
      b. Schedule all meetings of the Committee.
      c. Accept only written, signed requests for grievance.
      d. Make the following written notifications:
         1) Notify the people involved that a Grievance Committee meeting has been established.
         2) Notification of the meeting is to be made within five working days of receiving the written signed request.

III. PROCESS
A. A written request to the chair of the grievance committee will initiate the grievance procedure. Under ordinary circumstances, a grievance shall be initiated by the student(s)
as soon as possible, but not later than one month after the incident has occurred. The student(s) shall submit the written grievance to the Associate Dean.

B. The Associate Dean will be responsible for notifying the faculty member(s) involved and the Dean.

C. Any Committee member has the right to disqualify himself/herself.

D. Both parties have the right to reject any one Committee member with justifiable cause.

E. One support person may accompany each participant. The role of this person is, by their presence, to provide support only. They do not serve as active participants in the process. Legal representation is not allowed.

F. The involved student(s) and faculty member(s) will be given the opportunity to present evidence and witnesses which are relevant to the issue at hand.

G. Action by the Committee will be initiated as soon as possible within ten (10) working days of receiving the grievance. If the grievance occurs outside of the academic semester more time may be needed to establish a committee.

H. The advisory decision made by the Grievance Committee to the Dean is final. Of the six voting members, a two-thirds majority is necessary for a decision.

I. The decision of the Committee will be made available in writing to the involved student(s) and faculty member(s) within two weeks of hearing the case.

J. If the outcome is not satisfactory to the person filing the grievance, a further appeal can be made through the appropriate University appeals process contained in the Student Handbook & Calendar.

IV. INSTRUCTIONS FOR CONDUCTING ACTUAL GRIEVANCE HEARING

The following procedures will be followed in conducting the grievance meeting:

A. Whenever possible, all member of the committee will have a copy of the written grievance in advance of the actual meeting.

B. The Committee will meet in advance for at least 15 minutes to ensure that everyone is aware of the process, to attend to any organizational details, and to reinforce the need to maintain confidentiality regarding the deliberations and outcome. A faculty and student co-secretary shall be elected at this time.

C. The person(s) filing the grievance and the person(s) against whom the grievance is filed will be given equal time of approximately 20-30 minutes for presentation of information relevant to the grievance. The chair will appoint a time keeper to ensure the equity of the time allocation. At the discretion of the committee, in unusually complex situations, additional time may be allocated to both sides. Following the presentations, the committee members may ask for clarification related to any of the information presented. Additional information may be sought if committee members feel it is relevant to the deliberations.

D. The meeting will start with prayer and introductions as indicated. The chair conducts the meeting, and with the help of all committee members, is responsible to ensure that all issues are examined objectively.

E. A student and a faculty member will serve together as co-secretaries for the proceedings. These persons will be elected by the committee members and will write the minutes and the final report together. In the event there are differences in their perceptions, the chair will be asked to assist in the decisions related to the wording of the report. To assist in maintaining confidentiality, no taping of the grievance committee deliberations will be allowed.

F. The final report is to be word processed, signed or initialed by all committee members, and given to the person(s) against whom the grievance is brought, the person(s) bringing the grievance, and the Dean.

G. Before the hearing begins, a tentative agenda of the issues to be considered will be established based only on the issues presented by the person requesting the grievance. At the completion of the hearing, the committee will determine if additional issues
need to be acted upon or deleted based on the information presented in the grievance request and/or during the presentation of the grievance.

H. All issues are to be discussed and then voted upon. All votes are to be in writing, submitted anonymously, and counted by the chair.

I. A two thirds majority vote is needed for each decision.

J. At the discretion of the committee, rationale for decisions may be included in the report submitted to the Dean and/or the involved persons.

K. Since the Committee functions in an advisory capacity to the Dean, a tally of all votes will be recorded and given to the Dean to aid the Dean in decision-making. The Committee does not have the obligation to share the tally of votes with either the person(s) filing the grievance or the person(s) against whom the grievance is brought. All committee members must unanimously agree on disclosure or the tally is not to be revealed to the persons involved in the actual grievance.

L. The Committee decision(s) will be limited to the issues discussed during the grievance process.

V. RESULTS OF GRIEVANCE PROCESS
   A. The Grievance Committee only has the power to make recommendations to the Dean. The Dean makes the final decision.
   B. If the person(s) filing the grievance disagrees with the decision(s) of the Dean; the person(s) may invoke the appropriate University appeals process published in the Student Handbook & Calendar as well as in this Nursing Student Handbook.
Section 8.0
NURSING PROGRAM POLICIES

Section 8.1 – POLICY: 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.

Formative evaluations, based on anecdotal records, 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.

A summative mid rotation evaluation during levels 2 and, where appropriate, levels 3 and 4 identify areas of strength and areas for improvement. These conferences also indicate whether the student is passing or failing. Regular formative assessments assist the faculty member in completing the summative evaluation. The formative evaluations examine incidents related to student learning; summative evaluations survey the patterns of behavior noted in a group of incidences to arrive at a grade.

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, 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.

SEE FORMS AT END OF DOCUMENT for CLINICAL EVALUATION TOOL
Section 8.2 - POLICY RE: STUDENTS ON CONTRACT

Students in a difficulty in one or more areas of performance may be placed on a contract. Contract status serves as a formal warning of potential for failure. The contract will document specific areas for student growth and provide specific guidelines for the student to meet course or nursing program expectations. Contracts may be initiated at the discretion of one or more faculty members in consultation with other level faculty, the Level Coordinator, and the Dean. Failure to meet the terms of the contract may result in temporary or permanent dismissal from the nursing program.

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, a faculty member, the Level Coordinator, 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 Level Coordinator.

SEE FORMS AT END OF DOCUMENT for CONTRACT FOR SUCCESS

Section 8.2.1 - Criteria for Contract

A student may be placed on contract for any of the following reasons.

1. A cumulative GPA below 2.7 upon admission to the nursing program.
2. A majority of the faculty recommend contract status as a result of questions regarding students past academic record upon admission.
3. A student fails to meet minimum course requirements at any point during the semester.

Specific reasons for a contract may include, but are not limited to, the following.

<table>
<thead>
<tr>
<th>REASON</th>
<th>RATIONALE</th>
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</table>
| 1. Unsatisfactory or unsafe clinical performance
Unsafe personal health practices to self or others | 1. Safe nursing practice is essential for the professional nurse. |
| 2. Inability to meet math placement requirements | 2. Mathematical competence is essential to dosage calculation and safe nursing care. |
| 3. Inadequate knowledge base | 3. Adequate knowledge is the foundation of safe nursing care. |
| 4. Irresponsible behaviors
Absenteeism - tardiness
late papers - dishonesty
plagiarism - misrepresentation of information
incivility - disrespect | 4. Responsibility and integrity are essential qualities for a Christian professional nurse.
Failure to comply with policy on expected student contract behaviors |
Section 8.3 – POLICY: PROGRESSION IN THE EVENT OF FAILURE

Students failing a nursing theory course will be evaluated by all level faculty members before being allowed to progress within level.

If the student has failed as a result of unprofessional behaviors such as tardiness or absenteeism the student may be allowed to take second semester courses prior to repeating the failed course if all level faculty feel the student behaviors have been acceptable and examination results indicate understanding of the theory content as indicated by a C+ or better.

If a student has failed as a result of poor performance demonstrating lack of understanding of the theory content as indicated by a grade below a C, the student will be required to repeat the course and may not be allowed to proceed until all work is satisfactorily completed. Repeated failures of this nature may result in the student's dismissal from the program.

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 nursing program will be on a space available basis and is not guaranteed.

Section 8.4 – PHYSICAL and MENTAL HEALTH

Students are required to have a complete physical examination prior to starting the nursing course. Requirements are in accord with hospital policy, which ensures that students are in good health and free of communicable disease when caring for patients. A tuberculin skin test is part of this examination. In addition, verification of tuberculin skin testing must be submitted again in one year. If the P.P.D. skin test converts from negative to positive during enrollment in the program, immediate medical follow up is required. All students are required to have evidence of rubella, and rubella immunization or titer levels as proof of immunity, and also Hepatitis B titer and Varicella (chicken Pox) titer. Hepatitis B immunization is highly recommended.

A student must be in optimal physical and mental condition in the clinical area to ensure the safe and effective care of clients. If a student’s physical condition or behavior is symptomatic of substance abuse, the instructor has the right and responsibility to remove that student from the patient care area. Before returning to the clinical area, the student will meet with the instructor, and the Associate Dean. At this time, a written statement of the incident will be prepared by the instructor; this report may be supplemented with a statement by the student. Repetition of this unsafe behavior by the student will result in the student's failure to meet the clinical objectives of the course and the student will be dropped from the program. See more detailed procedure in the University Alcohol/Drug abuse policy.

Section 8.4.1 - Student Health and Physical Examination Students are expected to perform health teaching and should, therefore, maintain optimal personal health.

Students are required to complete a physical examination consistent with the policies of the teaching hospitals or agencies to which they are assigned for clinical experience. The examination must demonstrate that the student is physically fit and free from and/or immunized for communicable diseases, in order for the student to be assigned in the clinical agencies.

Any student receiving any prescribed drug therapy will be encouraged to make this known to the instructor and/or Associate Dean. Appropriate adjustments in assignment might be made.

A student who is pregnant is required to inform the School of Nursing Associate Dean and her clinical instructor and complete necessary pregnancy forms.
Section 8.4.2 – POLICY: STUDENT INCIDENT/UNEXPLAINED ILLNESS IN CLINICAL SETTING

Purpose
1. To protect the wellbeing of students.
2. To establish protocols for any incident/injury or any unexplained illness.
3. To provide guidelines of coverage of Worker’s Compensation Insurance for nursing students.

Scope
This policy applies to all California Baptist University, School of Nursing students. The policy covers students in clinical areas who sustain any incident such as, but not limited to, TB exposure, needle stick injury, or slip and fall, and any unexplained illness such as, but not limited to, dizziness, fainting, nausea, vomiting, syncope, vaso vagal response, or seizure.

Policy Statement
In the event of any incident/injury or unexplained illness, the student must immediately notify the clinical instructor. The clinical instructor will direct the student to the appropriate level of medical care; facility urgent care or emergency department, or the CBU contracted urgent care. CBU Worker’s Compensation Insurance information will be provided by the student or clinical instructor to the health care provider. The student and clinical instructor will communicate details of the incident/injury or unexplained illness to the Health Records Analyst who will ensure the student obtains treatment and clearance, if applicable, and make recommendations to decrease potential incidents in the future.

Responsibilities
STUDENT:
1. In the event of any incident/injury or unexplained illness, immediately notify clinical instructor.
2. Provide CBU Worker’s Compensation Insurance information to health care provider. The Worker’s Compensation Insurance information is:
   Church Mutual Insurance Group
   P.O. Box 357
   3000 Schuster Lane
   Merrill, WI 54452-0357
   Phone 800-554-2642
   Policy # 0239508
3. Complete all forms required by the clinical agency. **Do not use your own insurance policy.**
4. Fill out claim form at CBU Human Resources (HR) within 24 hours of the incident or the next business day. The phone number for HR is 951-343-4302.
5. Meet with Health Records Analyst within 24 hours of the incident or the next business day. The phone number for Health Records Analyst is 951-343-4240.

CLINICAL INSTRUCTOR:
1. Upon notification of any incident/injury or unexplained illness of a student, the clinical instructor will evaluate the student and determine whether the student will be seen in the facility’s urgent care or emergency department.
   a. Needlestick injuries are to be seen in the facility’s emergency room.
2. Ensure safe transport of student to urgent care or emergency department.
3. Contact responsible party for after care management. Stay with student until responsible party arrives.
4. Notify the following individuals immediately: Lead faculty, Health Records Analyst. If after hours, or unable to contact Health Records Analyst, notify the administrative team member on call via football phone.
5. Complete the Incident/Injury/Unexplained Illness report and forward to the Health Records Analyst as soon as possible and within 24 hours of the incident or next business day.
6. Communicate with student regarding make-up assignments.

HEALTH RECORDS ANALYST:
1. Meet with the student to obtain details of the incident.
2. Follow up with student regarding clinical clearance and any follow up medical needs.
3. Complete a report with recommendations and submit to administrative team.
4. Trend incidents on a quarterly basis and submit quarterly and annual reports to administrative team.

Location of CBU Contracted Urgent Care:
Riverside Medical Clinic
Occupational Medicine
711 Brockton Avenue
Riverside, CA 92506

SEE FORMS AT END OF DOCUMENT for STUDENT INCIDENT/INJURY/UNEXPLAINED ILLNESS REPORT
Section 8.4.3 – POLICY: PREGNANT NURSING 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 8.4.4 – POLICY: 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 may be resumed. This policy is necessary to ensure client and student safety.

The following essential eligibility requirements for participation in the School of Nursing and examples of necessary activities (not all inclusive) should be used to assist each applicant/student in determining whether accommodations or modifications are necessary.

ADA Guidelines apply to all qualified persons. If you have a diagnosed disability that needs specific consideration, see the Dean of the School of Nursing prior to accepting placement in the nursing program to discuss your needs. Under California law, disability has been defined as any situation wherein the individual’s condition interferes with their “normal life activities”.

A person with a diagnosed disability is a person who is otherwise qualified with reasonable modifications to rules, policies, or practices, the removal of architectural, communication or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services, or the participation in programs or activities provided by a private entity and must be able to perform the “essential functions” of the position with reasonable accommodations. Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the Dean of the School of Nursing as soon as possible to make necessary accommodations. Students should be prepared to present a disability verification form from their physician and the CBU Disabilities Office.

<table>
<thead>
<tr>
<th>Essential Functions</th>
<th>Some Examples of Necessary Activities</th>
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<tbody>
<tr>
<td>Critical thinking abilities sufficient for clinical judgment.</td>
<td>Identify critical relationships in clinical situation; develop and plan nursing care; medication drug dosage math calculations</td>
</tr>
<tr>
<td>Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.</td>
<td>Establish rapport with patients/ families and colleagues.</td>
</tr>
<tr>
<td>Abilities sufficient to move from room to room and to maneuver in small places.</td>
<td>Move around in patients’ rooms, work spaces, and treatment areas, and administer cardiopulmonary resuscitation.</td>
</tr>
<tr>
<td>Abilities sufficient to provide safe and effective nursing care.</td>
<td>Calibrate and use equipment; position patients/clients. Safely lift and move patients/clients.</td>
</tr>
<tr>
<td>Abilities sufficient to monitor and assess health needs.</td>
<td>Hear monitor alarms, emergency signals, auscultory sounds, and cries for help.</td>
</tr>
<tr>
<td>Abilities sufficient for physical assessment.</td>
<td>Perform palpation, functions of physical examination and/or those related to therapeutic intervention, e.g. insertion of a catheter</td>
</tr>
</tbody>
</table>

See forms at end of document for Physical Functional Abilities Required for Nursing Practice and Eligibility Requirements for Participation in the Nursing Program
Section 8.5 – POLICY: ABSENCE FROM CLINICAL
To ensure adherence to the BRN standard, 3 clinical hours per week for 15 weeks is required for each unit of clinical credit and is the minimum requirement for satisfactory completion of clinical courses.

1. It is expected that all nursing students will attend all clinical days. Any authorized absences from clinical can be made up at the discretion of the instructor. Students must provide strong rationale and have faculty and administrative 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 for the clinical to which they are assigned.
3. Suitable alternative clinical activities are reserved at the discretion of the instructor.
4. All assigned clinical makeup time is to be evaluated included as part of the clinical grade. All assigned clinical makeup is to be completed prior to the assignment of the grade. In the event that 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 8.6 - POLICY: GUIDELINES FOR PAPERS
All formal papers will be neatly typed or word processed; use correct spelling, punctuation, and grammar; and demonstrate appropriate command of Standard English. Papers will include a title page and reference list. Quoted materials must be properly documented using the APA 5th edition format for professional papers. Students are expected to obtain an APA style guide which they will use in the preparation of all formal papers.

Late papers will be graded down all one half letter grade for each day late (e. g. B to B-) unless otherwise stated in individual course syllabi.

Students who receive lower than a C on an assignment may be given the opportunity to repeat the assignment at the discretion of the instructor for a maximum of a C grade. Instructors may elect not to allow late work to be resubmitted.

Section 8.7 – POLICY: CLINICAL INCIDENT/MEDICATION ERRORS
A Report of Unusual Occurrence/Medication Error form is to be completed when any unusual occurrence and/or medication error occurs involving a CBU nursing student in the clinical setting. This is to be done regardless of whether or not an agency incident report is required.

Scope
This policy applies to all California Baptist University, School of Nursing students in the clinical setting. The scope of this policy covers student involvement in any unusual occurrence such as but not limited to medication errors, patient falls, breach of facility policy and procedures, and disclosure of confidential information (HIPAA).

Policy statement
Students will follow facility policies and procedures. In the event of an unusual occurrence and/or medication error in the clinical setting, the student will immediately notify the clinical instructor. The
facility supervisor will be notified immediately and facility procedures for unusual occurrences and/or medication errors will be followed.

Procedure
1. Carry out patient safety measures and report the incident to the facility nursing supervisor (RN assigned to patient, charge nurse, and/or nurse manager) and physician or per facility protocol.
2. The clinical instructor is responsible for having the student complete the Report of Unusual Occurrence/Medication Error form in the clinical area.
3. The clinical instructor will sign and distribute copies to the appropriate individuals: Lead Faculty, Program Director, Associate Dean, and Dean.
4. In collaboration with lead faculty, the clinical instructor is responsible for counseling the student and scheduling remedial assignments and/or practice in the nursing skills laboratory.
5. A student making any medication error may be placed on contract. As student involved in two unusual occurrences in one semester or three during the total clinical nursing program will be placed on contract. Repeated and/or serious clinical errors/unusual occurrences may result in immediate withdrawal from the nursing program.
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 unusual occurrences/medication errors will be reflected on the overall clinical evaluation.

Criteria for Reporting Medication Errors
A Report of Unusual Occurrence/Medication Error form will be completed by the student and clinical faculty 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.

Faculty discretion may be used in considering the following either potential or actual errors on Level 2 only.

1. Inadequate knowledge base about medication prior to preparation and administration (e.g. not knowing appropriateness of medication for specific client or rationale for giving it).
2. Poor nursing judgment (e.g. not knowing when to give or hold dose, or when to question appropriateness of medication).
4. Inaccurate or unsafe medication preparation.
5. Not utilizing the "5 rights."
7. Not checking pertinent vital signs (T, P, R, B/P), weight, or lab values (e.g. electrolytes, blood chemistry, therapeutic level).
8. Selecting wrong medication but not administering it (stopped by the instructor or RN).

See forms at end of document for REPORT of CLINICAL INCIDENT/MEDICATION ERRORS
Section 8.8 – POLICY: STUDENT CONDUCT
Students are expected to adhere to the following rules of conduct when enrolled in courses in the nursing program:

1. No eating in class or the nursing skills lab.
2. No cell phone use in class – phones must be silenced.
3. All personal belongings will be left in the front of the class room during testing.
4. Students are strongly encouraged not to leave the classroom during class period, as these activities detract from an optimum learning environment. Students who persist in activities that detract from the environment of learning will not be allowed to re-enter the classroom and an unexcused absence may be issued.
5. Students are expected to follow professional decorum including addressing instructors by their professional title.
6. Students will be expected to respect faculty members, staff, and each other.
7. Attendance in clinical and theory is mandatory. Absences from any course may only be excused with prior notification to the professor for situations of severe illness and/or death of immediate family members. Unexcused absences &/or tardiness may be grounds for failure from the course.
8. Laptop use may be permitted only at the discretion of the professor when such use is confined to note taking and class related activities.

Section 8.9 – POLICY: SKILLS USE LAB
Students are responsible for following all skills lab rules, including those officially posted and written, as well as those verbalized by faculty and staff. It is the expectation that the utmost care will be utilized in the use of the mannequins, furniture, and supplies. If any item is found in disrepair, or broken, it must be reported immediately to the faculty in charge of the class, who will then report the item, equipment, or incident to the skills lab director. Every effort will be made to repair items. Should items need replacement, the student may be held financially responsible at the replacement cost. Please sign below acknowledging understanding of this policy.

Section 8.9.1: Student Nurses Skills Lab Use Guidelines
Care will be used with all furniture, equipment and supplies.

There will be no pens near mannequins at any time in skills labs. Golf pencils will be provided for students’ use, when needed for instruction near mannequins.

There are to be NO food or drinks. Water bottles with lids should be kept away from equipment.

The expectation is that each student will clean up all supplies and equipment used.

Always leave working areas in better condition than the way they were found.

Beds should be made and areas should be tidy. Unless a skill is actively being practiced, beds should be kept in low position with at least 2 side rails up.

Mannequins should be left flat when not in use in order to protect their integrity.

Use furniture as intended. No sitting or laying on beds unless faculty are present and it is part of an assignment. Extra chairs are available.

Any needle injections and injectables use should be performed on live people ONLY in block labs with faculty directly observing. During open lab hours, injections or IV insertions may be performed on practice pads and practice arms only with proper faculty supervision.
Section 8.10 – POLICY: LATEX ALLERGY

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.

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 8.11 - POLICY RE: KAPLAN Testing**

*Policy:* All pre-licensure CBU-SON students will participate in review, remediation, and integrative testing through Kaplan. Course assignments will include reviewing content in the “Basics” book, participation in non-proctored focus tests, case studies, remediation, and proctored content examinations. Students must score in the 50th percentile or above on each proctored examination in the program and at a minimum of 90% likely to pass the NCLEX-RN examination on the comprehensive readiness test in the last semester of the program. The purpose of the Kaplan testing platform is to offer students multiple test questions simulating NCLEX-RN and identifying and remediating weak content areas throughout the program. The goal is successful passing of the NCLEX-RN examination on the first attempt.

*Procedure:*

- Kaplan assignments
  - Sections of reading in the “Basics” book, case studies, and focused review tests will be assigned by each faculty member throughout the pre-licensure program and points may be associated with assignments at the discretion of each faculty member (see table).

- Non-Proctored Examinations
  - Students must complete the non-proctored examinations throughout each course to sit for the Kaplan integrative proctored test (given approximately 2 weeks before the final examination).
  - Students who do not complete non-proctored Kaplan testing, remediation, and/or the proctored examination may be given an incomplete or failing course grade.

- Proctored Examination & Required Remediation
First attempt Kaplan testing will be scheduled approximately 2 weeks prior to the end of the semester during regular class time. Students may use their own computers for testing at the discretion of the faculty member. Faculty will proctor tests.

All students must remediate for a minimum of 1 minute per test question (*ALL questions; missed and not missed*) in order to sit for the final examination (for example: test is 75 questions—total remediation time is 75 minutes or 01:15:00 on the faculty report).

Scoring on Proctored Examination

First Attempt (given during the course 2 weeks prior to final as identified on table):
- Students who score in the 50th percentile (compared to the nation) or above on the first attempt will be given *5 extra credit points on the final examination* of the course.
- Students who score below the 50th percentile on the Kaplan proctored test will be given no extra credit on the final examination and re-test the following semester during midterm (Course faculty will “follow” the students).

Second Attempt (given midterm of the semester following the first attempt in “open” Kaplan testing hours).
- Faculty members assigned to courses that administer Kaplan testing “first attempt” will “follow” students who do not meet the 50th percentile on the first attempt and will schedule the second attempt test with the LRC director at the beginning of the semester following their course. (If a faculty member leaves the SON, the new faculty member will be responsible for following these students).
- Students who do not meet the 50th percentile on the second re-test will be placed on academic contract by the course faculty member and refer the student to the Associate Dean to develop a plan for success.

Third Attempt (given just prior to the semester following the second attempt)

Progression in the nursing program may be affected if a student does not meet the 50 percentile on the third testing date (prior to the following semester) &/or does not adhere to the plan for success. Students who consistently fail to meet the 50 percentile cut-off score &/or do not participate in required remediation may be denied progression in the program. The Associate Dean or designee will monitor and advise students who do not meet or exceed the 50 percentile score on the Kaplan examination on the third attempt. Third attempt testing will be arranged by the Associate Dean or designee in conjunction with the Director of the LRC.
Section 9.0
NURSING STUDENT RESPONSIBILITIES

Section 9.1 – BACKGROUND CHECK
Purpose: To comply with The Joint Commission (TJC), state and local regulations regarding background checks for healthcare providers, the following position statement has been drafted by the IECP Consortium for Nursing:

The California Board of Registered Nursing or other licensing agencies determine eligibility for licensure which supersedes these guidelines. Students may be denied access to clinical facilities based on offenses appearing on the criminal background check. All offenses including juvenile offenses must be disclosed to the California Board of Registered Nursing and all other licensing agencies.

Scope: All California Baptist University, School of Nursing students and faculty.

Policy:
1. Nursing students must have criminal background checks to participate in placement(s) in clinical facilities. Background checks are required for registration in clinical nursing courses. The initial background check satisfies this requirement during continuous enrollment in the program; should the educational process be interrupted, a new background check will be required. The background check information will be maintained by Certified Background (the online document manager).

2. Students must provide schools with information allowing the school (and clinical facilities as necessary) access to the background check. If the student’s record is not clear, the student will be responsible for obtaining documents and having the record corrected to clear it. If this is not possible, the student will be unable to attend clinical rotations. Clinical rotations are a mandatory part of nursing education; therefore the student will be ineligible to continue in a school of nursing.

3. The background check cost is assumed by the student. The cost is subjective to change.

4. Background check results with infractions will be shared with the Human Resources specialist at the student’s assigned clinical facility. Convictions listed below may render students ineligible to participate in clinical experiences.

5. Students may be denied access to clinical facilities based on offenses appearing on the criminal record which may have occurred more than seven years ago.

6. Students will be required to provide documentation regarding clearance of background check infractions. Failure to provide sufficient proof of rehabilitation to the Board of Registered Nurses may result in denial of licensure.
7. The background check done as a requirement for the program or course participation in clinical learning may not be used for licensure purposes.

8. Credit checks are not performed on students.

9. Background checks will minimally include the following:
   a. Seven year history
   b. Address verification
   c. Sex offender database search
   d. Two names (current legal and one other name)
   e. Three counties
   f. Office of Inspector General (OIG) search
   g. Social security number verification

10. Students will be unable to attend clinical facilities for the following convictions:
   a. Murder
   b. Felony assault
   c. Sexual offenses/sexual assault
   d. Felony possession and furnishing
   e. Felony drug and alcohol offenses (without certificate of rehabilitation)
   f. Other felonies involving weapons and/or violent crimes
   g. Class B and Class A misdemeanor theft
   h. Felony theft
   i. Fraud

Multiple offenses

Section 9.2 - HEALTH STATUS
Prior to admission to sophomore nursing courses, 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. Forms are available to students after the student has been admitted into the baccalaureate nursing program.

An annual physical examination and tuberculin skin testing must be performed and results submitted by your annual records due date.

Students are required to carry their original Clinical Clearance Certificate at all times in the class/clinical setting. Students are required to keep copies of all paperwork submitted to the CBU-SON.

Students who do not have health clearance will not be allowed to register for the next semester without extenuating circumstances approved by the Dean. A deadline will be set, one reminder given, & a drop dead date will be enforced.

Students whose certificate expires in the middle of the semester will be sent home from clinical if a receipt from the CBU-SON is not produced prior to the expiration date on the certificate. Students will be held responsible for their own clinical records & this will be enforced.
Section 9.3 - OTHER PROVISIONS

- Clinical facilities and agencies have a wide geographical distribution. Students are responsible for providing their own transportation to clinical facilities. Student car pools organized by students may or may not be possible; however, some clinical facilities may require that the student have access to an individual car. A valid California (or state of residence) driver’s license and proof of auto insurance is required.
- A differentiated tuition plan is required for liability insurance, testing, and other fees.
- Students are required to purchase uniforms, student arm patches, name tags, watch with a second hand, stethoscope, and other equipment as necessary. A list will be provided to the student.
- Students should be aware that the BSN program is a full four years in length. Those with transfer credits will need three years of nursing courses to complete the degree.
- A current American Heart Association Basic Life Support (BLS) for healthcare provider certification is mandatory for all nursing students.
- A criminal background check is required annually. Some clinical agencies may have other clinical requirements, including but not limited to fingerprinting and additional lab tests or health screening measures as specified in individual clinical affiliation agreements.

Section 9.4 - TRANSFER STUDENTS

- All courses accepted in transfer from another university must be equivalent in content and in credit. Students who complete pre-nursing courses from California Baptist University will be given priority for selection into the baccalaureate nursing program.
- Students with previous preparation in nursing are admitted into the program as space is available providing requirements are met for admission to the University and to the School of Nursing. Academic placement is determined on an individual basis through transcript evaluation. A challenge procedure in nursing theory and a challenge procedure for clinical courses is required. Further information is available from the School of Nursing upon request.

Section 9.5 - REQUIRED HEALTH ASSESSMENT

The following requirements must be met by EVERY student in the nursing program. Students will not be permitted to attend class or clinical unless the items below have been completed. THERE WILL BE NO EXCEPTIONS. Student health forms are available in the School of Nursing office.

THE FOLLOWING ITEMS MUST BE COMPLETED EACH YEAR

1. Complete physical examination
2. Complete blood count (CBC)
3. Serology, VDRL
4. Urinalysis
5. PPD (Mantoux) TB skin test -- THE TINE TEST IS NOT ACCEPTABLE. Students who are allergic or react positively will need to provide a note from their physician. A chest x-ray is required if the skin test is positive through and including the Level 3. Level 4 students with a positive PPD to not need a chest x-ray but they must fill out a form called "Student Health Review for Level 4 Students with a Positive PPD." Students may NOT read their own PPD results. PPD test must be read by a licensed/certified health care provider.

IN ADDITION TO THE ABOVE, ALL STUDENTS ENTRY LEVEL 2 OR TRANSFER STUDENTS MUST ALSO PROVIDE THE FOLLOWING IMMUNIZATIONS:

6. MMR (for women who may be pregnant, titers are recommended).
7. Hepatitis B (one year after completion of the hepatitis B series, a titer must be drawn to be certain that the individual is immune. This is required before the second semester of Level 3.
8. Diphtheria
9. Tetanus booster within last 10 years
10. Polio
11. Varicella titer (immunization if titer is negative)
12. Hepatitis A (six months apart)
13. Meningococcal vaccine is **highly recommended** for students living in the dorms but is **not required**.
14. Influenza Vaccine (as required for specific agencies).

**Students are responsible to provide three copies of the physical examination with test reports and immunizations must be on file with the School of Nursing office by the established due date each year. Students must ensure health assessment forms are completed in their entirety each year. Hospital and healthcare agency policies do not permit students to begin clinical without proper health clearance.**

*See forms at end of document for Health Clearance Documents*

**Section 9.5.1 Drug Screening Policy**
In order to comply with clinical agency affiliation agreement requirements and to ensure patient safety, all nursing students will be required to submit to mandatory random drug screening. The screenings will be performed on campus by a private vendor appointed by the School of Nursing. Students will be responsible for the cost of their own screening. The cost is approximately $5.00 and will be charged to your student account.

**Section 9.6 HEALTH INSURANCE**
All students are required to carry adequate health coverage per CBU Student & Calendar. Students have the option of health coverage through the University, or they may sign a waiver indicating coverage under another policy. Should the student become ill or be injured while in a clinical agency, the clinical instructor should be notified at once. The clinical instructor will then determine if a worker's compensation form should be filed. If emergency room care is required, the student may be charged; however the student's health coverage for workers compensation should provide reimbursement. If emergency care is not required, the student should seek service through their health care provider physician.

**Section 9.7 CPR CERTIFICATION**
Each nursing student is to have a current CPR card from the American Heart Association certifying proficiency in 1 and a 2-man adult, infant, and child cardiopulmonary resuscitation as well as use of AED (automatic external defibrillator). Verification of valid cards (in the form of a Xerox copy of both sides) must be on file with the School of Nursing before students will be allowed to begin classes or clinical.

**Section 9.8 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 nursing program.

**Section 9.9 TRANSPORTATION**
Students are responsible for providing their own transportation to and from clinical agencies. It is further expected that all students will have a valid driver’s license, insurance, and access to a car or other appropriate, reliable transportation. Lack of transportation is not considered a valid excuse for absence from clinical.
Section 9.10 - PROFESSIONAL ATTIRE AND DEPORTMENT

Nursing students are expected to present a positive, professional nursing image at all times in all clinical areas. Should a situation occur where street clothes are appropriate, business attire is expected at all times. Jeans, warm up suits, athletic attire and stretch pants are never appropriate. In addition, you are expected to maintain the highest standards of personal cleanliness and present a neat, conservative, and professional appearance at all times. To that extent, the displaying of tattoos or anything less than conservative body piercing is strictly prohibited. It is also required that all students conduct themselves in a pleasant and courteous manner towards all persons with whom they are in contact in the clinical setting; however, if for any reason a student believes they have been subjected to inappropriate or hostile treatment of any kind in the clinical setting they are to report such immediately to their supervisor in the clinical setting as well as to any of the members of the School of Nursing Core Faculty as more specifically set forth in Section 2 of this Handbook.

Section 9.10.1 - Uniform Regulations for All Students

1. School nursing emblem: The nursing emblem is to be securely sewn on the sleeve of the right upper arm one inch from the shoulder seam of nursing uniforms.

2. Nursing uniforms must be clean and pressed. No wool sweaters may be worn while at a client's bedside. Any sweater worn in a clinical area must be white and of washable material. Sweatshirts are not considered professional attire and may not be worn in a clinical area.

3. For women: undergarments must be solid white or beige. Plain white or beige hose in good repair should be worn. White mid-calf socks may be worn with uniform pants. Sports socks are not considered professional attire and may not be worn in a clinical area.

4. Shoes: white leather shoes, polished, with silent heels and in good repair shall be worn as part of the professional attire. Both toes and heels should be closed. Canvas tennis shoes and clogs/crocs are not appropriate.

5. Accessories: ID badge (worn above the waist), black and red pens, pencil and bandage scissors, wrist watch with a secondhand, and stethoscope should be carried discreetly as part of the professional attire.

6. Hair must be neat, clean, and well kept off the shoulder and away from the face at all times including the skills lab. Hair bows and decorations are not appropriate. Bobby pins, plain barrettes, or hair bands should be used to keep hair in place.

7. Jewelry: it is recommended the rings not be worn during clinical practice. In situations where it is safe, a wedding ring may be worn. No other jewelry, except small matching gold or silver metal stud earrings may be worn in pierced ears. No more than one stud per ear may be worn. Visible body piercing jewelry including tongue jewelry is never appropriate in a clinical setting. No necklaces or bracelets should be worn. Visible tattoos should be covered. Any body piercing difficult to remove may be required to be covered at the discretion of the clinical agency or clinical faculty.

8. No perfume, cologne or aftershave should be worn. Students should also avoid using scented soaps, deodorants or lotions before entering a clinical area. Use unscented products.

9. Fingernails should be kept clean and short. Because of the potential for infection, no artificial nails or nail extensions are permitted. Unchipped, light or clear nail polish is generally acceptable, but is not permitted in operating rooms or delivery rooms.
10. *Chewing gum* or eating food is not permitted in the clinical area or in the nursing skills lab.

11. *The Nursing Skills Checklist* (booklet) is considered part of the uniform.

**Section 9.10.2 - Cell Phones and Pagers**
Students are not allowed to carry cell phones or pagers in clinical area unless approved by the clinical instructor. In the unusual event that the clinical instructor approves a student cell phone or pager and a clinical area, students should take care to keep their phone or pager in silent mode. Under no circumstances should a student answer their phone or pager while attending a client. Cell phones and pagers should also be in silent mode during class time and should not be answered during class.

**Section 9.10.3 - Visiting Clients Outside of Assigned Clinical Times**
Students are not permitted to visit clients outside of the clinical assignment except with consent of the instructor, client/family, and agency. Students are never permitted to bring family or friends into the nurse/patient the relationships.

**Section 9.11 - SENIOR CAPSTONE PRACTICUM**
A description of the responsibilities of the student for NUR 498/499 Senior Capstone Practicum are outlined below.

**RESPONSIBILITIES OF STUDENT**

1. Identify personal course objectives through a learning contract and communicate these to the preceptor and instructor.
2. Meet weekly with instructor and bring completed assignments and schedule.
3. Work with the preceptor to fulfill personal and course objectives.
4. Demonstrate knowledge of agency policies regarding student nurse roles.
5. Participate in opportunities and challenges of leadership including critical thinking/problem-solving of issues which arise, formulate a plan of intervention, verify information with the preceptor, and carry out interventions under preceptor supervision, asking for assistance appropriately. It is important to understand that the agency personnel assume responsibility for what the student does when a faculty instructor is not in the agency.
6. Perform self-evaluation at the end of the course.
7. Notify the instructor immediately as problems arise.
8. Notify the preceptor and instructor at least one hour before the scheduled time of arrival in the case of absence or tardiness.
9. At the end of each clinical rotation students will complete a form for evaluation of clinical facilities.

   a. Obtain forms, scantron sheets, blank paper for student comments, and labeled manila envelope from department secretary.

   b. Instruct students to use a #2 soft lead pencil to fill out scantrons and to write comments on the blank paper provided. Clinical time is to be used for this. Explain to students that agencies will be getting this feedback and their comments need to be as specific as possible.

   c. Fill out the front side of the scantrons as below:
d. Answer questions on scantrons filling in the answer bubble completely. Stray marks should be carefully erased.
e. Place all evaluation tools and scantron sheets in the labeled manila envelope and complete the information on the front.
f. Turn in manila envelope to department Administrative Assistant.

10. Student comments will be typed and included with the computer printout. These are to be reviewed by the clinical instructor in conjunction with the course coordinator.

11. Once a year, faculty is expected to fill out the Assessment of Clinical Agency form. The faculty member’s evaluation is not to be included in the computer summary with the students’. Be sure to make the faculty designation on the evaluation form. Both faculty and student assessments are filed under the appropriate agency in the same folder in the clinical agency section of the School of Nursing general file cabinet.

12. A post-rotation evaluation conference is to be held each semester.
   a. Appropriate feedback should be shared with agency personnel at the post-rotation evaluation conference.
   b. The faculty member also is responsible for placing a copy of the summary in the agency file along with a brief report of the post-evaluation meeting. It is expected that the faculty member will include a statement in the summary related to the adequacy and availability of student learning experiences. It may or may not agree with student perceptions.

Section 9.12 - CLASSROOM ETIQUETTE

A good learning environment is one without distractions. Beepers, cellular phones, and other devices that make noise are disruptive and are not welcome in class. If you have an unusual need for such a device, please discuss its use with the professor. Other practices that may be disruptive and are disallowed from class include such things as reading newspapers, books or other material unrelated to the course; writing letters or notes to someone; or copying someone’s class notes from days that you missed. Although it is recommended that you obtain notes for days that you missed, copying them during class disrupts those around you and limits your ability to pay attention during class.

It is both distracting and disrespectful if you gather your things, close books, put on a jacket, etc. before class is over. If you need to leave class early, discuss this with the professor before class so that the disruption is minimal.

<table>
<thead>
<tr>
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<th>Name: AGECY-KAIS</th>
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<tbody>
<tr>
<td>Course number</td>
<td>Course: NURS 336</td>
</tr>
<tr>
<td>Semester of evaluation</td>
<td>Date: FALL 2006</td>
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</tbody>
</table>
Section 9.13 – SOCIAL MEDIA

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.

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)
- Audio sharing, such as You Tube and vlogs (video weblogs)
- 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 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 BON. 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


Section 9.14 – TESTING, ASSESSMENT RETAKE AND MAKE-UP SCHEDULING
All students must participate in Kaplan testing throughout program (See Kaplan testing in 8.11).

Retake and makeup course examinations must be approved by the instructor and scheduled in advance with the Academic Resource Center.

All students are responsible for reading the syllabus attachment provided each semester.

Section 9.15 – NURSING SKILLS COMPETENCIES
Students are expected to be clinically competent in all skills completed during the program. An example skills list is given in Appendix G to assist the student to document competency. Supplementation documentation will be given in each course.

Section 9.16 – STUDENT FEEDBACK/EVALUATIONS
Students are expected to participate in feedback r/t all aspects of the program including clinical agencies (see forms at end of document); courses; preceptors; software & learning resources; and faculty. Students are expected to give constructive feedback regarding program improvement. Appropriate use of the chain of command to solve problems before the end of the course is expected.

Section 9.17- COMMUNICATION GUIDELINES
Following the chain of command is expected for 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.
Section 10.0
POLICY AGAINST HARASSMENT AND/OR DISCRIMINATION

Section 10.1 - POLICY STATEMENT
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.

Section 10.2 - APPLICATION
A. This policy applies to all phases of your relationship with the University, including not only all phases of your relationship with the University as a student, but also in the application process as well.

B. This policy applies to all students of the University.

Section 10.3 - DESCRIPTION OF POTENTIAL DISCIPLINE
The University takes very seriously any violation of this section and, accordingly, reserves the right to take any disciplinary action under the circumstances against anyone who has been found to have violated this section, including but not limited to, in the circumstance that the alleged harasser is an employee, terminating their employment immediately and in a situation involving fellow students, to expelling them from the University.

Section 10.4 - PROCEDURE TO BE FOLLOWED BY THE UNIVERSITY REGARDING INVESTIGATION OF VIOLATIONS OF THIS SECTION
All complaints of any kind regarding any violations set forth in this section shall be treated seriously and promptly by the University. No individuals shall investigate any complaints in violation of this section without first obtaining the authorization of either the Dean of the particular school of the University involved or in the alternative, the President of the University. All such investigations regarding any violations of this section shall be treated as confidentially as is reasonably possible under the circumstances.

Section 10.5 - REPORTING PROCEDURE
Any student who believes that he/she has been a victim of sexual or other prohibited harassments/discrimination by anyone in the University setting, or so treated in any manner whatsoever in relationship to their student status with the University, should immediately notify any faculty member of the University or again, if the person involved is that faculty member, to the faculty member’s supervisor.
Section 10.6 - SEXUAL HARASSMENT AND DISCRIMINATORY HARASSMENT DEFINED

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 customership 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 11.0
BINDING ARBITRATION PROCEDURE

There are of course times wherein the student and the University may simply opt to agree to disagree on one or more matters as it relates to the University relationship between the student and the University. The University believes that such disputes are best resolved informally in a fast, fair and binding fashion without incurring costly and/or time consuming litigation. To this extent, both the University and the student agree to binding arbitration under the following terms and conditions in the event of a dispute between the University and the student relating to the University relationship. This binding arbitration procedure is to take place only after the student has exhausted all of the internal grievance and appeals procedures established by the University.

A. Student and University shall utilize binding arbitration to resolve all disputes that may arise out of the student/University context. The student and the University shall resolve any claim, dispute and/or controversy that either the student may have against the University (including any individual claims against faculty members, directors, officers, employees, agents and parties affiliated with the University) or the University may have against the student arising from, related to, or having any relationship or connection whatsoever with the student through the student’s relationship with the University, which shall be through binding arbitration as set forth herein. Such claims shall be submitted and determined exclusively by binding arbitration in conformity with the procedures set forth below and the California Arbitration Act (to the extent such does not contradict any of the terms set forth below) including §1283.05. Included within the scope of this provision are all disputes, whether based on tort, contract, statute (including, but not limited to, any claims of discrimination and harassment, whether they are based on California Fair Employment & Housing Act, Title VII of the Civil Rights Act of 1964 or any other state or federal law or regulation) equitable law, or otherwise, with the exception of claims arising under the National Labor’s Relation Act which are brought before the National Labor Relations Board, claims for medical disability benefits under the California Workers’ Compensation Act, Employment Development Department, or as otherwise required by state or federal law. Nothing herein is intended to prevent a student from filing and pursuing proceedings before the California Department of Fair Employment & Housing or the United States Equal Employment Opportunity Commission, although if the student or the University chooses to pursue a claim following the exhaustion of such administrative remedies, that claim would be subject to the provisions of this agreement.

B. The arbitrator must be neutral and impartial and be selected by mutual agreement of the student and the University. If the parties fail to reach an agreement within seven (7) days after submission of the dispute to arbitration, the student will request a list of seven (7) arbitrators from the American Arbitration Association. If the parties fail to reach an agreement on the arbitrator from that list within three (3) days, the student and the University, or his or her designee, will alternatively take turns striking a name from that list until there is only one name remaining and that remaining person will be the arbitrator authorized by parties to hear and decide the grievance. Student shall not be required to pay any costs or fees (other than student’s own attorney fees) associated with the arbitration that the student would not otherwise be responsible for if the matter had been filed in an appropriate court (that is, a court having jurisdiction and proper venue).

C. There shall be no limitation of remedies through this process, in that the student will be entitled to all remedies available to the student as if the student had gone through normal court proceedings.
D. The parties shall through this process, be permitted to conduct adequate discovery so as to make sure that the student is not in any manner biased or prejudiced by way of utilizing this process. The discovery proceedings and policies established by the American Arbitration Association shall be utilized, unless the arbitrator again determines that to follow such procedures would be unfair or unreasonable towards the student.

E. The arbitrator’s award shall be prepared in writing and like the decision of a Superior Court judge, be subject to judicial review.

F. Above all, the parties agree that the arbitrator shall have the authority and power to do whatever else is necessary so as to make the process fair to the student in compliance with the decision of the California Supreme Court in the case of Armendariz v. Foundation Health Psychic Care Services (2000) 24 Cal.4th 83, 90-91.
**Section 12.0**

**COMMUNICATION & FORMS**

**Section 12.1 - FACULTY OFFICE HOURS**
All faculty members welcome open discussion with students. Appointments may be scheduled through the faculty member’s office. Faculty members will have their office hours posted on their office door.

**Section 12.2 - SCHOOL OF NURSING OFFICE POLICIES**
The School of Nursing Office is open from 8:00am to 12:00pm and from 1:00pm to 5:00pm, Monday through Friday. Any material for the instructors or late assignments must be turned in directly to the BSN program secretary. Your student file containing all academic work is open to you for inspection. You may make an appointment with the BSN program secretary to read your file. AT NO TIME may anything be removed from your file. This file is a record of your academic work and will be open only to you, the office staff, and your instructors.

Please make personal copies of all your written assignments **before** they are turned in. Each written assignment or report should be identified with a course name and number.
APPLICANT ANNUAL NURSING STUDENT HEALTH CLEARANCE
TO PARTICIPATE IN CLASS/CLINICAL ACTIVITIES

TO: ________________________________  DATE: _________________

FROM: Dr. Geneva Oaks; PhD, RN, FNP, Dean, School of Baccalaureate Nursing

SUBJECT: HEALTH STATUS OF NURSING STUDENT: ____________________________
(Student’s Name)

Please indicate the health status of the nursing student named above who is under your care. Your signature on this form certifies that it is safe for the student to begin/return to classes and/or to full-time clinical nursing.

CONDITION REQUIRING HEALTH CARE:
__________________________________________________________

PARTICIPATION IN CLASSES: PLEASE CONSIDER THE FOLLOWING INFORMATION IN MAKING THIS DECISION:

Classes require the ability to get to and from classes and the ability to sit in desk chairs for 2-3 hours at a time. Some students have class schedules that start at 7:00 AM and run with some breaks until 10:00 PM. There may not be available space for students to lie down between classes. Some classrooms are accessible only by use of stairs.

STUDENT MAY BEGIN/RETURN TO CLASSES: ____________________________
(Date)

PARTICIPATION IN CLINICAL NURSING: PLEASE CONSIDER THE FOLLOWING INFORMATION IN MAKING THIS DECISION:

All clinical nursing rotations may require students to do assistive lifting or restraining of clients. Students are not allowed to return to clinical nursing until they are no longer restricted in weight lifting. Students are not allowed to enter program if they are restricted in weight lifting. Clinical days vary in length from 3 to 12 hours per day. Most clinical rotations require students to be on their feet 7-8 hours for 2-3 days per week. Many clinical placements require that students be able to drive up to 60 miles per day; some, such as home health, may require 100 or more miles per day. Clinical nursing is highly stressful for most students. Please consider all of these factors before recommending that the student return to clinical nursing.

STUDENT MAY BEGIN/RETURN TO CLINICAL NURSING: ____________________________
(Date)

COMMENTS:

Physician or Nurse Practitioner: ____________________________
(Name – Please print)  (Signature)
APPLICANT HEALTH HISTORY

Student to complete this side. An applicant Health History is to be completed each year by June 15 for the following academic year. Your health record will not be considered complete until the results of all lab work are turned in and on file in the California Baptist University Nursing Department.

NAME (PRINT) ___________________________ DATE ___________________________
FEMALE _______ MALE _______ SINGLE _______ MARRIED _______ DATE OF BIRTH ___________________________
HOME PHONE (  ) __________________________________________ PHONE (  ) ___________________________
IN CASE OF EMERGENCY CONTACT: ____________________________________________

FAMILY HEALTH HISTORY:
Have any members of your family or blood relatives ever had (given name, relationship, and year):
Tuberculosis ___________________________________________ Hepatitis ___________________________________________
Any other problems that might affect you in clinical:

PERSONAL HEALTH HISTORY:
Injuries and/or operations (give nature, year, and hospital/city):

Have you ever used any psychedelic or addicting drugs, with or without a prescription? _______ If so, please explain: ____________________________________________________________

PREVIOUS ILLNESSES (give year):
Rheumatic fever __________________________________________ Mumps _____________________________________________
Appendicitis ___________________________________________ Pneumonia ___________________________________________
Tuberculosis __________________________________________ Allergy _____________________________________________
Rubella ______________________________________________ Polio _____________________________________________
Rubella ______________________________________________ Chicken pox ___________________________________________
Hepatitis ___________________________________________ Other _____________________________________________

Have you had any other severe illness? _______ If so, please explain: ____________________________________________________________

Emotional problems? _______ If so, please explain: ____________________________________________________________

GENERAL APPEARANCE:
Height __________________________________________ Weight __________________________________________ Ideal weight __________________________________________
Vision __________________________________________ Wear glasses/contacts __________________________________________ Date of last refraction __________________________
Last dental exam _____________________________________ Condition of teeth __________________________________________ Hearing __________________________________________

GENERAL OBSERVATIONS:
Do you eat a balanced diet? _______ If not, please explain: ____________________________________________________________
In what sport(s)/exercise do you regularly participate? ____________________________________________________________

IMMUNIZATIONS: Record dates of immunizations below and attach/send photocopies of your immunization records.

<table>
<thead>
<tr>
<th>POLIO 1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>BOOSTER (after age 2)</th>
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<tbody>
<tr>
<td>DT BOOSTER (within past 10 years):</td>
<td>MMR 1.</td>
<td>2.</td>
<td>(Two doses at least one month apart)</td>
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<tr>
<td>HEPATITIS A VACCINE:</td>
<td>1.</td>
<td>2.</td>
<td>(6 months-1 year after first)</td>
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<tr>
<td>HEPATITIS B VACCINE:</td>
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<td>2.</td>
<td>3.</td>
<td>(1 month after first)</td>
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<td>VARICELLA TITER:</td>
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<td>MENINGOCOCCAL VACCINE:</td>
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I certify that all responses on this form are true and understand that falsification could result in dismissal from the nursing program.
I give permission for results of my physical exam and lab results to be released to/received from the California Baptist University Health Center.

______________________________________________________ _________
(Student signature) (Date)
HEALTH RECORD AND PHYSICAL EXAMINATION
(This side to be completed by physician/practitioner yearly prior to June 15 but not before April 1)

NAME OF APPLICANT:____________________________  DATE OF EXAMINATION:__________
BLOOD PRESSURE:____________  PULSE:_____________  RESPIRATION:______________

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<th>ABNORMAL</th>
<th>REMARKS</th>
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<tr>
<td>3. INTEGUMENTARY SYSTEM</td>
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<td>4. CARDIOVASCULAR SYSTEM</td>
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<td>6. ALIMENTARY SYSTEM</td>
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<td>7. GENITOURINARY SYSTEM</td>
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<td>8. ENDOCRINE SYSTEM</td>
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<td>9. NEUROLOGICAL SYSTEM</td>
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<tr>
<td>10. EMOTIONAL STABILITY</td>
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</table>

ALLERGIES:_________________________________________________________________________
OPERATIONS:_____________________________________________________________________

LAB WORK:
Please note: Copies/photocopies of the results of each of the following tests must be mailed to California Baptist University, School of Nursing, 8432 Magnolia Avenue, Riverside, CA 92504.

---

___CBC ___Urinalysis
___RPR ___Varicella Titer (Mandatory test)

___PPD/Mantoux (Tine Test unacceptable) (PPD must be read by a licensed/certified health care provider 48-72 hours after test)

___Chest X-Ray (if PPD/Mantoux positive)

___*Quantitative Hepatitis B Surface Antibody Titer (Mandatory test if vaccination series is completed.)

All clinical nursing rotations may require students to do assistive lifting or restraining of clients. Students are not allowed to return to clinical nursing until they are no longer restricted in weight lifting. Students are not allowed to enter program if they are restricted in weight lifting. Clinical days vary in length from 3 to 12 hours per day. Most clinical rotations require students to be on their feet 7-8 hours for 2-3 days per week. Many clinical placements require that students be able to drive up to 60 miles per day; some, such as home health, may require 100 or more miles per day. Clinical nursing is highly stressful for most students. Please consider all of these factors before recommending that the student return to clinical nursing.

IN MY OPINION, THE APPLICANT’S PHYSICAL CONDITION IS
EXCELLENT:_________  GOOD:_________  FAIR:_________  POOR:_________

NAME OF PHYSICIAN/NURSE PRACTITIONER WITH CREDENTIALS: ____________________________

(PLEASE PRINT)  (SIGNATURE OF PHYSICIAN/NURSE WITH CREDENTIALS)

ADDRESS:____________________ PHONE:____________________

---

*You must have this test because it shows immunity. Exceptions are if you are pregnant or have an auto-immune deficiency.
EXPLANATION OF LEVEL 1 HEALTH FORM

To insure your safety and the safety of the people you will care for and to comply with our agency contracts, evidence of the following tests and immunizations is required prior to starting clinical nursing. You will not be allowed to start in clinical nursing without submitting this evidence on the required forms to the nursing department.

ATTENTION WOMEN: Before obtaining any immunizations it is critically important that you consult with your doctor and the nursing department if there is any possibility that you may be pregnant.

1. TUBERCULOSIS (TB): Testing for TB is required each year you are in the program. The PPD/Mantoux test is used to determine the absence of TB. A chest x-ray is necessary if you have ever had a positive TB test. Students may NOT read their own PPD results. See note on back of health form.

2. RUBELLA (GERMAN MEASLES), RUBEOLA (2-WEEK MEASLES), AND MUMPS: You may have rubella, rubeola and mumps blood titers taken to verify immunity for these if you wish. If those titers show adequate levels of immunity you do not need to be reimmunized. Unless the blood titers demonstrate an adequate level of immunity, you will be required to be immunized. We suggest you skip the titers and get the 2 MMRs since they are less expensive.

3. HEPATITIS B: Hepatitis B is a liver disease primarily contacted through exposure to blood, urine or stool of infected people. Hepatitis B vaccine is given in a series of 3 injections with the 2nd and 3rd doses given at 1 and 6 months after the first dose, respectively. You may request a screening test for immunity first at an additional charge, but if found susceptible; you will need to be immunized because this is mandated by our clinical agencies. If for some reason you are unable to take these injections, you will need to sign a waiver form.

4. HEPATITIS B TITER (Hepatitis B surface antibody): One year after the series of 3 injections is completed, you will need a quantitative Hepatitis B surface antibody (vaccine response). Specifically, this is to protect you and make sure you are immune. If you are not, you may need an additional injection.

5. HEPATITIS A: Series of 2, Second dose due 6 months after 1st dose. If for some reason you are unable to take these injections you will need to sign a waiver.

6. MENINGOCOCCAL VACCINE: CDC (Centers for Disease Control) recommends this for all incoming freshmen, particularly those living in dormitories. Therefore, it is recommended but not required.

7. TETANUS AND DIPHTHERIA: The combined TD booster Immunization must have been within 10 years prior to starting the program.

8. POLIO: If you are over 18 and have never had polio vaccinations, you must complete a series of 3 doses of polio vaccine. Otherwise, the requirement is for a series of 3 plus a booster (total of 4).
9. **CHICKEN POX (VARICELLA):** Chicken pox may result in major health problems and/or death for vulnerable populations. A varicella titer is required to determine your immune status to chicken pox. This information is needed in the event you are exposed to chicken pox while taking a clinical nursing course. If you are not immune you are expected to get the vaccination. **The varicella vaccine is given as 2 injections 1-2 months apart. Some individuals may develop a mild case of chicken pox with a rash. This rash is contagious but the length of time varies. To be safe, the second injection must be given at least 1 month before clinicals begin, therefore if you need this you need to complete the series by August 5.**

10. **GENERAL HEALTH ASSESSMENT:** You are required to turn in the form supplied by the nursing department documenting a complete health history and physical performed by a licensed physician or a certified nurse practitioner. A complete blood count (CBC) and a urinalysis are to be done to determine that you are in an adequate state of health.
NURSING STUDENT HEALTH CLEARANCE TO PARTICIPATE IN CLASS/CLINICAL ACTIVITIES

TO: ______________________________________
(Psychiatrist/psychologist)                          DATE: _____________

FROM: Dr. Geneva Oaks, PhD, RN, FNP, Dean, School of Nursing

SUBJECT: STATUS OF NURSING STUDENT: ________________________________
(Student’s Name)

Please indicate the emotional health status of the nursing student named above who is under your care. Your signature on this form certifies that it is advisable for the student to return to classes and/or to full-time clinical nursing.

CONDITION REQUIRING HEALTH CARE: Severe emotional distress

PARTICIPATION IN CLASSES: Please consider the following information in making this decision:

Students in nursing must have the ability to participate in classes and the ability to concentrate in classes for 2-3 hours at a time. They also will have heavy homework assignments requiring high levels of concentration. Some students have class schedules that start at 7:00 AM and run with some breaks until 10:00 PM. Content in theory classes may be intense, emotional, and often is stress producing.

STUDENT MAY RETURN TO CLASSES: ________________________________
(Date)

PARTICIPATION IN CLINICAL: Please consider the following information in making this decision:

Students in clinical will often experience high stress and will need to be able to concentrate and perform critical thinking in a very stressful environment. Students should not be allowed to return to clinical nursing until they are able to tolerate a stressful environment without endangering their own or their clients’ well being. Clinical days vary in length from 3 to 12 hours per day. Most clinical rotations require students to be on their feet 7-8 hours for 2-3 days per week. Many clinical placements require that students be able to drive up to 60 miles per day. Clinical nursing is highly stressful for most students and often involves care of clients in pain, emotional distress, or in the process of dying. Please consider all of these factors before recommending that the student return to clinical nursing.

STUDENT MAY RETURN TO CLINICAL NURSING: ________________________________
(Date)

COMMENTS:

Psychiatrist or psychologist:

_________________________________________  __________________________
(Name – Please print)                       (Signature)

If you have any questions please call (951) 343-4700; FAX (951) 343-4703
Thank you for your careful consideration in completing this form.
NURSING STUDENT HEALTH CLEARANCE/PREGNANCY
TO PARTICIPATE IN CLASS/CLINICAL ACTIVITIES

TO: ______________________________________
(Physician or Nurse Midwife)

DATE: __________________

FROM: Dr. Geneva Oaks, PhD, RN, FNP, Dean, School of Nursing

SUBJECT: STATUS OF NURSING STUDENT: __________________________________________
(Student’s Name)

Please indicate the health status of the nursing student named above who is under your care. Your signature
on this form certifies that it is advisable for the student to return to classes and/or to full-time clinical nursing.

CONDITION REQUIRING HEALTH CARE:

Pregnancy

PARTICIPATION IN CLASSES: Please consider the following information in making this decision:

Students in nursing must have the ability to participate in classes for 2-3 hours at a time. They also will
have heavy homework assignments requiring high levels of concentration. Some students have class
schedules that start at 7:00 AM and run with some breaks until 10:00 PM. Content in theory classes may
be intense, emotional, and often is stress producing.

STUDENT MAY RETURN TO CLASSES:

______________________  
(Date)

PARTICIPATION IN CLINICAL: Please consider the following information in making this decision:

It is the policy of the School of Nursing that students not return to clinical nursing until at least 4 weeks
after normal delivery or 6 weeks after a cesarean delivery due to the potential for internal bleeding or
injury. Students in clinical will often experience high stress and extensive physical activity. They will need
to be able to concentrate and perform critical thinking in very stressful environments. Students should
not be allowed to return to clinical nursing until they are able to tolerate a stressful environment which
also involves lifting and intense physical activity without endangering their own or their clients’ well
being. Clinical days vary in length from 3 to 12 hours per day. Most clinical rotations require students to
be on their feet 7-8 hours for 2-3 days per week. Some clinical placements require that students be able
to drive up to 60 miles per day. Clinical nursing is highly stressful for most students and often involves
care of clients in pain, emotional distress, or in the process of dying. Please consider all of these factors
before recommending that the student return to clinical nursing.

STUDENT MAY RETURN TO CLINICAL NURSING:

______________________  
(Date)

COMMENTS:

MD _______ or Nurse Midwife _______

______________________  
(Name – Please print)  

______________________  
(Signature)

If you have any questions please call (951) 343-4700; FAX (951) 343-4703
Thank you for your careful consideration in completing this form.
NURSING SKILLS COMPETENCIES

Students are expected to be competent in performing clinical skills throughout the program and upon graduation. A record of skills with introduction, practice, and demonstration of skills prepares competency. It is the student’s responsibility to attain proficiency in these skills and demonstrate competency in each clinical course.

*Competency of skill without supervision includes:*

1) Description of the procedure with rationale.

2) Competent performance of procedure including completion of procedure within reasonable length of time without prompting from instructor.

3) Accurate documentation of procedure.

4) Adherence to hospital policy regarding procedure.

______________________________________________
(Student’s Name)

_____________________        ______________________
Date Entered Program           Date Completed Program
CALIFORNIA BAPTIST UNIVERSITY

APPLICATION FOR

Challenging a Course by Examination

☐ Traditional Student  ☐ Evening College Student  ☐ Graduate Student

A student wishing to challenge a course by examination should consult the appropriate department chair. Not all courses offered at California Baptist University may be challenged by a single exam. **Students wishing to receive university credit** for the challenged course must register for the course and tuition will be charged. The course will appear on the transcript and will have a non-letter grade of “Credit” or “No Credit.” **Students wishing only to be exempt** from the requirement, but not wishing to receive university credit will be billed the course challenge fee, and the exemption will appear on the transcript as a comment with no credit earned.

Student Name: _______________________________  ID # __________________

Course is being challenged by examination for  ☐ Credit  ☐ Exemption

Semester:  ☐ Fall  ☐ Spring  ☐ May June  ☐ Summer  Year: ___________

Course # __________________  Course Title: _____________________________  Units ______

Student Signature: __________________________  Date: ______________

Signature of Department Chair Approving Examination: __________________________

Exam Administered on: / /  by: ___________________________  Print Name & Signature

Examination Graded on / /  by ___________________________  Print Name & Signature

Points Received: ___ out of ______ possible  Percentage Earned: _________ %

Instructor’s Signature _______________________________  Date ______________

Petition for Credit/Exemption has been:  ☐ Approved  ☐ Denied

Dean of Academic Services: _______________________________  Date ______________  Signature

Transcript Adjusted on: / /  by _______________________________  Signature
According to Federal Regulations, the Privacy Act of 1974 (as amended), California Baptist University is unable to release any personal educational information to any one other than the student without prior written consent [20 U.S.C. § 1232g(b); 34 CFR § 99.30]. This includes the right of the student to give California Baptist University permission to release specific information from your educational record to any one or any organization, to the specific person(s) named below. Complete the form by including your signature to the right of the information for each of the three (3) sections and returning to the Office of the Registrar.

Fill Student Name: ____________________________

CBU ID or Social Security #: ____________________

This release is valid from ___________ to _______ ________.

*A specific end date is required. Otherwise the date will default to one (1) year from the valid start date.

1. STUDENT ACCOUNTS & FINANCIAL AID INFORMATION RELEASE

I give California Baptist University permission to release information related to my student account and financial aid to the specific person(s) named below during the valid dates of this form. I understand this release is for student account and financial aid information only and does not include the release of any vouchers or refund checks to anyone other than the student:

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
<th>Phone</th>
<th>E-mail</th>
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</table>

Student Signature (release) ____________________________ Date __________

I do NOT want California Baptist University to release any information related to my student account and financial aid to anyone outside the university without my prior written permission.

Student Signature (no release) ____________________________ Date __________

2. STUDENT SERVICES INFORMATION RELEASE

I give California Baptist University permission to release all information related to my student services record (including student conduct) to the specific person(s) named below during the valid dates of this form.

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
<th>Phone</th>
<th>E-mail</th>
</tr>
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</tbody>
</table>

Student Signature (release) ____________________________ Date __________

I do NOT want California Baptist University to release any information related to my student service record to anyone outside the university without my prior written permission.

Student Signature (no release) ____________________________ Date __________

Page 1 of 2
3. ACADEMIC INFORMATION RELEASE

I give California Baptist University permission to release the academic information initialed below to the specific person(s) named below due to the circumstances of this form. I understand this release authorizes the provision of information and not the ability to make academic decisions.

Name ____________________________ Phone ____________ E-mail ____________

Name ____________________________ Phone ____________ E-mail ____________

Name ____________________________ Phone ____________ E-mail ____________

Name ____________________________ Relationship ____________ Phone ____________ E-mail ____________

Please initial/mark the below academic information, authorizing release:

____ Transcript Information (such as grades, GPA, unit total, degree plan, coursework)

____ Graduation Requirement Information (such as degree, major, minor, or assistanship, coursework)

____ Academic Success Indicators (such as ARC participation, GPA, or other)

____ Registration / Schedule Information

____ Other

Please be specific ____________________________ Date ____________

Student Signature (release) ____________________________ Date ____________

I do NOT want California Baptist University to release any information related to my academic record to anyone outside the university without my prior written permission.

______________________________ Date ____________

Student Signature (for release)
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
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:
  - Break whole into parts
  - Use calendar (include reading each day)
  - Preview/outline chapter before class
  - Put God & spiritual renewal first
  - Use glossaries/flash cards for terminology
  - Join a study group!
  - Consider advice from students who are passing course
  - Complete NCLEX study questions EACH DAY
  - Use ATI books; DVDs; practice tests; CD with textbooks for studying
  - Use computer programs in computer lab; Professional Development Software (that can be accessed from home); EDGT
  - Study the NURSING CARE PLAN related to the disease process!
  - 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.

Student Signature
California Baptist University School of Nursing
STUDENT INCIDENT/INJURY/UNEXPLAINED ILLNESS REPORT

- Any incident should be reported to the clinical instructor immediately.
- This form should be completed as soon as is practical after an incident. Return to Health Records Analyst.

Date and time of incident:
Location of incident:
Student Name: __________________________________________________________
  Last  First  Middle

What was happening prior to the incident?

Description of incident and any apparent injuries:

Describe the evaluation and treatment following the incident:

Describe preventative measures appropriate to this incident:

Names of any witnesses:

Signature of Student: __________________________________________________________ Date

Signature of Clinical Faculty: ________________________________________________ Date

Signature of Lead Faculty: _________________________________________________

Signature of Health Records Analyst: ________________________________________ Date

Signature of Associate Dean: ________________________________________________ Date

Signature of Dean:__________________________________________________________ Date
# Functional Abilities Required for Nursing Practice and Eligibility Requirements for Participation in the Nursing Program

Nursing is a practice discipline, with cognitive, sensory, affective, and psychomotor performance requirements. The following Core Performance Standards identify eligibility requirements for participation in the nursing program.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DESCRIPTION</th>
<th>EXAMPLES OF NECESSARY ACTIVITIES (not all inclusive)</th>
</tr>
</thead>
</table>
| Gross Motor Skills | Gross motor skills sufficient to provide the full range of safe and effective nursing care activities. | Gross Motor Skills  
Move with in confined spaces  
Sit and maintain balance  
Stand and maintain balance  
Reach above shoulders (e.g., IV poles)  
Reach below waist (e.g., plug electrical appliance in to wall outlets) |
| Fine Motor Skills   | Fine motor skills sufficient to perform manual psycho motor skills.           | Fine Motor Skills  
Pick up objects with hands  
Grasp small objects with hands (e.g., IV tubing ,pencil)  
Write with pen or pencil  
Key/type(e.g., use a computer)  
Pinch/pick or other wise work with fingers (e.g., manipulate a syringe)  
Twist (e.g., turn objects/knobs using hands)  
Squeeze with finger (e.g., eye dropper) |
| Physical Endurance | Physical stamina sufficient to perform client care activities for entire length of work role.     | Physical Endurance  
Stand (e.g., at clients side during surgical or therapeutic procedure)  
Sustain repetitive movement (e.g., CPR)  
Maintain physical tolerance (e.g., work entire shift) |
| Physical Strength   | Physical strength sufficient to perform full range of required client care activities.           | Physical Strength  
Push and pull 25 pounds (e.g., position clients)  
Support 25 pounds of weight (e.g., ambulate client)  
Lift 25 pounds (e.g., pick up a child, transfer client)  
Move light objects weighting up to 10 pounds (e.g., IV poles)  
Move heavy objects weighing from11 to 50 pounds  
Defend self against combative client  
Carry equipment/supplies  
Use upper body strength (e.g., perform CPR, physically restrain a client)  
Squeeze with hands (e.g., operate fire extinguisher) |
| Mobility           | Physical abilities sufficient to move from place to place and to maneuver to perform nursing activities. | Mobility  
Twist  
Bend  
Stoop/squat  
Move quickly (e.g., response to an emergency)  
Climb (e.g., adders/stools/stairs)  
Walk |
| Hearing            | Auditory ability sufficient for physical monitoring and assessment of client health care needs.     | Hearing  
Hear normal speaking level sounds (e.g., person to person report)  
Hear faint voices  
Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)  
Hear ing situations when not able to see lips (e.g., when masks are used)  
Hear auditory alarms (e.g., monitors, fire alarms, call bells) |
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DESCRIPTION</th>
<th>EXAMPLES OF NECESSARY ACTIVITIES (not all inclusive)</th>
</tr>
</thead>
</table>
See objects up to 20 inches away (e.g., information on a computer screen, skin conditions)  
See objects up to 20 feet away (e.g., client in a room)  
See objects more than 20 feet away (e.g., client at end of hall)  
Use peripheral vision  
Distinguish color (e.g., color codes on supplies, charts, bed)  
Distinguish color intensity (e.g., flushed skin, skin paleness) |
| Tactile        | Tactile ability sufficient for physical monitoring and assessment of health care needs. | Tactile  
Feel vibrations (e.g., palpate pulses)  
Detect temperature (e.g., skin, solutions)  
Feel differences in surface characteristics (e.g., skin turgor, rashes)  
Feel differences in sizes, shapes (e.g., palpate vein, identify body and marks)  
Detect environmental temperature (e.g., check for drafts) |
| Smell          | Olfactory ability sufficient to detect significant environmental and client odors. | Smell  
Detect odors from client (e.g., foul smelling drainage, alcohol breath, etc.)  
Detect smoke  
Detect gases or noxious smells |
| Reading        | Reading ability sufficient to comprehend the written word at a minimum of a tenth grade level. | Reading  
Read and understand written documents (e.g., policies, protocols) |
| Arithmetic     | Arithmetic ability sufficient to do computations at a minimum of an eighth grade level.  
It includes the following three concepts:  
**Counting:** the act of enumerating or determining the number of items in a group.  
**Measuring:** the act or process of ascertaining the extent, dimensions or quantity of something.  
**Computing:** the act or process of performing mathematical calculations such as addition, subtraction, multiplication and division. | Arithmetic competence  
Read and understand columns of writing (flow sheet, charts)  
Read digital displays  
Read graphic printouts (e.g., EKG)  
Calibrate equipment  
Convert numbers to and/or from the Metric System  
Read graphs (e.g., vital sign sheets)  
Tell time  
Measure time (e.g., count duration of contractions, etc.)  
Count rates (e.g., drips/minute, pulse)  
Use measuring tools (e.g., thermometer)  
Read measurement marks (e.g., measurement tapes, scales, etc.)  
Add, subtract, multiply, and/or divide whole numbers  
Compute fractions (e.g., medication dosages)  
Use a calculator  
Write numbers in records |
| Emotional Stability | Emotional stability sufficient to assume responsibility/accountability for actions. | Emotional Stability  
Establish therapeutic boundaries  
Provide client with emotional support  
Adapt to changing environment/stress  
Deal with the unexpected (e.g., client going bad, crisis)  
Focus attention on task  
Monitor own emotions  
Perform multiple responsibilities concurrently  
Handle strong emotions (e.g., grief) |
If you believe that you cannot meet one or more of these 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.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DESCRIPTION</th>
<th>EXAMPLES OF NECESSARY ACTIVITIES (not all inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical Thinking</td>
<td>Reasoning skills sufficient to perform deductive/inductive thinking for nursing decisions.</td>
<td>Analytical Thinking Transfer knowledge from one situation to another Process information Evaluate outcomes Problem solve Prioritize tasks Use long term memory Use short term memory</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Critical thinking ability sufficient to exercise sound nursing judgment.</td>
<td>Critical Thinking Skills Plan activities for/with others Synthesize knowledge and skills Sequence information</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>Interpersonal abilities sufficient to interact with individuals, families and groups respecting social, cultural and spiritual diversity.</td>
<td>Interpersonal Skills Negotiate interpersonal conflict Respect differences in clients Establish rapport with clients Establish rapport with co workers</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Communication abilities sufficient for interaction with others in oral and written form.</td>
<td>Communication Skills Teach (e.g., client/family about healthcare) Explain procedures Give oral reports (e.g., report on client’s condition to others) Interact with others (e.g., healthcare workers) Speak on the telephone Influence people Direct activities of others Convey information through writing (e.g., progress notes)</td>
</tr>
</tbody>
</table>
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
California Baptist University School of Nursing

Computer Software/Video Evaluation Tool

Other Nursing Audio-visuals may be accessed in the computer lab in the school of nursing or in the computer lab in the Yeager center. It is expected that students will spend hours throughout the semester studying audio-visuals both assigned and not assigned. To access nursing audio-visuals that are not web-based, follow these instructions:

1. Log onto the computer (You need to Ctrl-Alt-Delete if the computer is on.)
   a. User Name: nursinglab
   b. Password: cbunurse
2. Open the folder on the desk top named Nursing
3. Double click on the selected title

Each time a nursing audio-visual is completed; the student should submit the computer software/video evaluation tool to the skills lab coordinator (Teresa Hamilton) or the instructor. If the assigned software is homework, this tool should be submitted to the course instructor with documentation of homework completion to earn complete points for the assignment.

Name of student: ______________________________________________________

Date student watched audio-visual: ________________________________

Student watched the video related to what course? ______________________________

Name of Software/Video: __________________________________________________

Please circle one:

I would recommend this software/video to another student

I would not recommend this software/video to another student

Comments: (Include what you did or did not like about it, problems with access etc.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

On a scale of 0-10 (0= the worst software you have seen & 10= the best software you have seen) what rating would you give this video? ____________________________
California Baptist University
School of Nursing
Clinical Evaluation Tool

Course: ___________________________________    Semester: ________________________________

Student: ___________________________________    Faculty: ________________________________

A formative mid-term and summative final evaluation will be conducted by the clinical instructor with each assigned student. Appropriate strategies for success will be implemented by mid-term evaluation as areas for improvements are identified. If the student receives a No Pass for the summative final evaluation the student will receive a failing grade for the course.

**Rating Code:**

3  Functions independently without supporting cues.

2  Functions with supervision, requiring occasional supporting cues.

1  Functions with assistance, requiring frequent verbal and occasional physical directive cues.

0  Functions dependently, requiring continuous verbal and physical cues.

**Summative final evaluation:**

**Pass:** Rating of 2.0 or above for each indicator by final evaluation.

**No Pass:** Rating of less than 2.0 for any indicator by final evaluation

Revised February 2013
**Practice Nursing Theory Competence**

Student Learning Outcome #1: Demonstrate competent, responsible practice guided by a theoretical perspective of nursing, grounded in a Biblical worldview committed to compassionate service.

<table>
<thead>
<tr>
<th>CONCEPTUAL THEMES &amp; INDICATORS</th>
<th>MID</th>
<th>FINAL</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
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<tr>
<td>✓ Engages in the nurse-person relationship using the humanbecoming school of thought to guide nursing practice.</td>
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<tr>
<td>✓ Describes paradoxical patterns of relating.</td>
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<tr>
<td>✓ Documents person's health description, hopes, plans, and priorities for change appropriately.</td>
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<tr>
<td>✓ Plans, implements, and evaluates nurse-person activities in concordance with person's stated hopes, plans, and priorities for health and quality of life.</td>
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<tr>
<td>✓ Solves problems using sound clinical judgment &amp; decision-making skills.</td>
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<td>✓ Applies scientific knowledge of health problems in planning &amp; delivering nursing services.</td>
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<tr>
<td>✓ Evaluates outcomes of nursing services revising plans as needed.</td>
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<tr>
<td><strong>Teaching-Learning</strong></td>
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<tr>
<td>✓ Applies the teaching-learning processes of living with the ambiguity of appreciating mystery, potentiating integrity in weaving illimitably, and honoring wisdom in witnessing unfolding in nurse-person relationship.</td>
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<tr>
<td>✓ Recognizes and reflects on personal learning needs, appropriately preparing for new assignments and situations as they emerge.</td>
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<tr>
<td>✓ Discusses emerging meaning of situational experiences through reflective journaling.</td>
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<tr>
<td><strong>Communication – Collaboration</strong></td>
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<tr>
<td>✓ Uses professional language &amp; decorum demonstrating clear, concise, relevant, and accurate writing &amp; speaking.</td>
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<tr>
<td>CONCEPTUAL THEMES &amp; INDICATORS</td>
<td>MID</td>
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<tr>
<td>✓ Elicits and clarifies person’s preferences, beliefs, and values.</td>
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<tr>
<td>✓ Communicates respect and consideration to persons at all times.</td>
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<tr>
<td>✓ Uses communication strategies, adapting methods as appropriate to specific situations.</td>
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<tr>
<td>✓ Uses technology to obtain and share data appropriately.</td>
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<tr>
<td>✓ Maintains client confidentiality and privacy.</td>
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<tr>
<td>✓ Communicates appropriate and critical information in a timely manner.</td>
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<tr>
<td>✓ Documents nursing care thoroughly and accurately.</td>
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<tr>
<td>❖ Professional Values (Essentials of Baccalaureate Nursing AACN Components, 2008)</td>
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<tr>
<td>✓ Reveres others by adhering to the ethical truths of humanbecoming and the ANA Code of Ethics.</td>
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<tr>
<td>✓ Engages in self reflection and collegial dialogue with nurses and others about professional practice.</td>
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<tr>
<td>✓ Follows the CBU Honor Code.</td>
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<tr>
<td>❖ Assessment (Standards of Competent Performance, CA BRN)</td>
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<tr>
<td>✓ Collects comprehensive data appropriate to the client (individual, family, group, or population).</td>
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<tr>
<td>✓ Conducts thorough assessment in a professional, organized, and timely manner.</td>
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<tr>
<td>✓ Analyzes all assessment information to develop appropriate nursing diagnoses.</td>
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<tr>
<td>✓ Prioritizes nursing diagnoses.</td>
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<tr>
<td>✓ Incorporates evidence-based findings and standards of care in the collection and analysis of data.</td>
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<tr>
<td>❖ Planning (Standards of Competent Performance, CA BRN)</td>
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<tr>
<td>✓ Uses principles, established protocols, and practice standards to plan nursing care.</td>
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<tr>
<td>✓ Considers needs of the client in nursing care.</td>
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<tr>
<td>CONCEPTUAL THEMES &amp; INDICATORS</td>
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<td>COMMENTS</td>
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<tr>
<td>✓ Plans interventions based on assessment &amp; priority nursing diagnoses.</td>
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<td>✓ Establishes outcome criteria that are measurable.</td>
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<tr>
<td>✤ Implementation (Standards of Competent Performance, CA BRN)</td>
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<tr>
<td>✓ Implements nursing services within a timely manner.</td>
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<tr>
<td>✓ Organizes time, resources, and self in the delivery of nursing services.</td>
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<tr>
<td>✓ Maintains safe client environment.</td>
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<tr>
<td>✓ Is cost conscious while delivering care.</td>
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<tr>
<td>✓ Provides client with relevant and sensitive health education, information, and counseling.</td>
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<tr>
<td>✓ Assists client to access and interpret the meaning and validity of health information.</td>
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<tr>
<td>✓ Practices standard safety precautions.</td>
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<tr>
<td>✤ Evaluation (Standards of Competent Performance, CA BRN)</td>
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<tr>
<td>✓ Determines actual client outcomes.</td>
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<td>✓ Evaluates effectiveness of nursing interventions.</td>
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<tr>
<td>✓ Uses scientific data and standards of practice to evaluate outcomes of client care.</td>
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<tr>
<td>✓ Modifies plan of care based on outcomes allowing for the revision of actions and goals.</td>
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<tr>
<td>✓ Evaluates usefulness of integrating traditional and complementary health care practices.</td>
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</tbody>
</table>
**Scholarly Inquiry/Research Utilization Integrated Knowledge**

Student Learning Outcome #2: Utilize scholarship in the practice of nursing, integrating a wide range of knowledge drawn from sciences, cultures, and societies, within a Biblical perspective.

<table>
<thead>
<tr>
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<th>FINAL</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ <strong>Researching</strong></td>
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<tr>
<td>✓ Reads nursing theory and research as part of clinical preparation.</td>
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<tr>
<td>✓ Applies current literature findings to the planning and implementation of nursing services.</td>
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<tr>
<td>❖ <strong>Critical Thinking</strong></td>
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<tr>
<td>✓ Cites the scientific (natural and behavioral science) rationale upon which professional nursing decisions and interventions are based.</td>
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<tr>
<td>✓ Applies knowledge from the humanities to the nursing services of person, families, and communities.</td>
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<tr>
<td>✓ Applies knowledge of ethical, legal, political, and economic issues in planning nursing services.</td>
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<tr>
<td>❖ <strong>Communication – Collaboration</strong></td>
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<tr>
<td>✓ Expresses self clearly in written and oral communication with others.</td>
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<tr>
<td>✓ Effectively organizes written material.</td>
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<tr>
<td>✓ Demonstrates an accurate recording of what was said and the nursing services provided in the nurse-person relationship.</td>
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<tr>
<td>✓ Applies current literature concepts in practice.</td>
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<tr>
<td>❖ <strong>Teaching – Learning</strong></td>
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<tr>
<td>✓ Intentionally seeks opportunities for teaching/learning with others.</td>
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<tr>
<td>✓ Provides accurate healthcare information to others.</td>
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<tr>
<td>✓ Articulates the role of the professional nurse to others.</td>
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</tbody>
</table>
**Nursing Skills**

Student Learning Outcome #3: Demonstrate knowledge, skills, and attitudes necessary to function competently as an entry level professional in a wide variety of healthcare settings, integrating Christ-centered nursing practice in a global context as a foundation for services. (RN-BSN remove the word “entry level”).

<table>
<thead>
<tr>
<th>CONCEPTUAL THEMES &amp; INDICATORS</th>
<th>MID</th>
<th>FINAL</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Critical Thinking</td>
<td></td>
<td></td>
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<td>✓ Prioritizes nursing practice demonstrating safe and appropriate judgment in nurse-person situations.</td>
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<td>✓ Demonstrates safe psychomotor skills.</td>
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<tr>
<td>✓ Calculates medication dosages accurately and provides safe administration of medications.</td>
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<tr>
<td>✓ Safely performs nursing skills.</td>
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<tr>
<td>✓ Maintains an accurate, current record of skills performed.</td>
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<tr>
<td>❖ Communication – Collaboration</td>
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<tr>
<td>✓ Accurately documents technical skills and outcomes.</td>
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<tr>
<td>✓ Communicates effectively with diverse groups and those with special needs.</td>
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<tr>
<td>✓ Demonstrates communication skills during health history, physical assessment, and the provision of nursing services.</td>
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<tr>
<td>✓ Establishes and maintains an effective working relationship within an interdisciplinary team.</td>
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<tr>
<td>❖ Teaching-Learning</td>
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<tr>
<td>✓ Demonstrates skills in teaching/learning with others.</td>
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<td>✓ Explores meaning of teaching-learning experiences related to nursing skills through reflective journaling.</td>
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<tr>
<td>❖ Researching</td>
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<tr>
<td>✓ Researches current literature findings related to nursing skills.</td>
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<tr>
<td>✓ Explores policies and procedures related to nursing skills.</td>
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</table>
# Rhythms of Ongoing Change in Healthcare Systems

Program Student Outcome #4: Transfer academic nursing principles into the dynamic, evolving interprofessional healthcare system.

<table>
<thead>
<tr>
<th>CONCEPTUAL THEMES &amp; INDICATORS</th>
<th>MID</th>
<th>FINAL</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>❖ Change-Persistence</td>
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<tr>
<td>✓ Demonstrates an awareness of change-persistence of complex organizational systems.</td>
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<td>✓ Participate in the development and implementation of imaginative and creative strategies to enable systems to change.</td>
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<td>❖ Leading – Following</td>
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<tr>
<td>✓ Identifies changing healthcare patterns, policies, and procedures needed in the shaping of local, national, and global healthcare delivery systems.</td>
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<td>✓ Participates in organizational quality improvement and patient safety initiatives.</td>
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<td>❖ Communication-Collaboration</td>
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<tr>
<td>✓ Articulates the organizational structure, mission, vision, philosophy, and values of a wide variety of healthcare settings.</td>
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<td>✓ Listens and dialogues with other healthcare providers regarding impacting quality of healthcare delivery.</td>
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<tr>
<td>❖ Teaching-Learning</td>
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<tr>
<td>✓ Recognizes patterns that enable and limit change in the healthcare setting.</td>
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<td>✓ Contribute to lifelong learning by using skills of inquiry, analysis, and information literacy to address dynamic practice issues.</td>
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## Qualities of Leadership
Student Learning Outcome #5: Develop a global perspective of healthcare needs, demonstrating innovative leadership and professionalism that impacts local, national, and international communities.

<table>
<thead>
<tr>
<th>CONCEPTUAL THEMES &amp; INDICATORS</th>
<th>MID</th>
<th>FINAL</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>❖ <strong>Change-Persistence</strong></td>
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<tr>
<td>✓ Engage in purposeful healthcare leadership activities and projects recognizing ongoing rhythms of change-persistence.</td>
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<td>❖ <strong>Leading – Following</strong></td>
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<td>✓ Provides oversight &amp; accountability for care delivery in diverse settings.</td>
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<td>✓ Demonstrate leadership qualities that include committing to a vision, willingly risking, and revering others.</td>
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<tr>
<td>❖ <strong>Communication-Collaboration</strong></td>
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<td>✓ Participate in communication and collaboration that honors the uniqueness of others.</td>
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<tr>
<td>✓ Use leadership skills to communicate with individuals, families, and communities and collaborate with other healthcare providers to pursue excellence in the delivery of nursing services.</td>
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**Midterm and Final Evaluation**

**Documentation of Student Receipt of the Evaluation**
**Formative mid-clinical evaluation**

Student Signature: _____________________________________________________  Date: ____________

Clinical Faculty Signature: ______________________________________________  Date: ____________

**Summative final evaluation**

Student Signature: _____________________________________________________  Date: ____________

Clinical Faculty Signature: ______________________________________________  Date: ____________