

**SAN DIEGO STATE
UNIVERSITY**

SCHOOL OF NURSING

**GRADUATE
STUDENT HANDBOOK**

SPRING 2009

Revised January, 2009

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Preface

**CHECKLIST FOR PROGRESSION
THROUGH THE GRADUATE PROGRAM**

CONDITIONAL STATUS

- ◆ Conditional status indicates that a student did not satisfy all admission requirements to the School of Nursing and, therefore, was admitted in “conditional” graduate standing.
- ◆ The student is responsible for clearing all deficiencies resulting in conditional status by the deadline date specified at the time of admission. Once deficiencies are cleared, the student must notify the Student Services Advisor who will submit a “Change of Status” form for “classified” graduate standing.
- ◆ No more than 12 units of required courses may be taken while in conditional status.
- ◆ There is no limit to the number of electives that may be taken.
- ◆ Students may not repeat courses for credit for which they received less than a grade of B.

CLASSIFIED STATUS

Classified status indicates that all School of Nursing admission criteria were met.

CHOOSING PLAN A (THESIS) OR PLAN B (NON-THESIS) OPTION

The School of Nursing offers Plan A (thesis) or Plan B (non-thesis) to fulfill the requirements for the Master of Science Degree with a major in Nursing. The choice of Plan A or Plan B should be made early in the program before filing the Program of Study.

FILING THE OFFICIAL PROGRAM OF STUDY

- ◆ The Official Program of Study is similar to a contract that identifies the courses that a student must complete prior to graduation.
- ◆ Students admitted in post-baccalaureate or conditional status must first meet the necessary criteria for acceptance as a "classified" student and initiate a “Change of Status Form” before submitting the Official Program of Study Form.
- ◆ The student should complete the Official Program of Study Form and request Advancement to Candidacy after:
 - ◆ conferring with the Concentration Chair or Specialization Advisor
 - ◆ receiving "classified" status
 - ◆ completing at least 12 units of coursework
 - ◆ deciding on the electives to be taken
 - ◆ selecting Plan A (thesis) or Plan B (non thesis option)

- ◆ Once the Official Program of Study Form is completed, the student should submit it to the Student Services Advisor for processing. Instructions for completing the Program of Study may be found on the School of Nursing web site.

ADVANCEMENT TO CANDIDACY

All students must satisfy the general requirements for advancement to candidacy as described in Part Two of the *Graduate Bulletin*. Students must satisfactorily complete at least 12 units of nursing courses listed on the official program of study with a minimum grade point average of 3.0 and be recommended by the Student Services Advisor.

The Student Services Advisor will usually recommend Advancement to Candidacy when submitting the Program of Study to the Graduate Division. The student does **not** need to complete additional paperwork for Advancement to Candidacy.

As per University Policy, the student may not advance to candidacy and graduate in the same semester.

ENROLL IN 799A (THESIS) or 798 (PLAN B) AT THE APPROPRIATE TIME. Consult with your Concentration chair for program planning.

APPLY FOR GRADUATION WITHIN THE PUBLISHED TIME DEADLINES (see *Class Schedule*).

SUBMIT THE THESIS TO THE GRADUATE DIVISION WITHIN THE PUBLISHED TIME DEADLINES FOR GUARANTEED GRADUATION (see *Class Schedule*).

When submitting the thesis to the Graduate Division, the student must be enrolled in either 799A or 799B.

*The faculty wishes you well in your pursuit of graduate studies.
We look forward to sharing the spirit of professional
commitment and collegiality.*

Statement of Responsibility for Graduate Students

1. I have read the School of Nursing Graduate Student Handbook and understand that I am responsible for the information it contains.
2. I understand that I am responsible for keeping up-to-date on the information on the School of Nursing website.
3. I understand that I am also held to the requirements of student conduct contained in the *SDSU University Catalog* and *Graduate Bulletin*.
4. I understand that because of the unique skills I must learn related to client care situations, I am held to a different professional standard than other SDSU students.
5. I understand that any changes in my academic program must be discussed with the Student Services Advisor and the Concentration Chair or Specialization Advisor.
6. I understand that it is my responsibility to report demographic changes to the nursing office.
7. I understand academic dishonesty is a serious offense and will be reported to the University Office of Judicial Procedures.
8. I understand that transportation to and from all clinical experiences is my sole responsibility regardless of distance.

Student Signature

Name (please print)

E-mail Address

Date

INTRODUCTION

This *Graduate Handbook* is intended to provide information specifically for graduate students at San Diego State University (SDSU) School of Nursing. Information presented in this handbook is a supplement to the *SDSU Graduate Bulletin*. Students are individually responsible for the information found in the *Graduate Bulletin* and may purchase it at the University bookstore or may access it online at <http://coursecat.sdsu.edu/bulletin/index.html>.

Current announcements, policies, scholarships and program information are posted on the School of Nursing website. Frequent review of this site is essential in order to remain informed of current changes and announcements.

HISTORY OF THE SCHOOL OF NURSING

Organized in 1903, the San Diego County Hospital School of Nursing enrolled its first class of ten nursing students. In 1906, four of those students graduated as trained nurses.

- 1920:** The nursing program was enriched to include affiliations with other hospitals that provide all available types of nursing experience. The Visiting Nurse affiliation was started in 1937.
- 1953:** The School of Nursing was established as a baccalaureate program.
- 1979:** The School of Nursing assumed responsibility for the post-baccalaureate program leading to the Health Services Credential.
- 1982:** The School opened the Master of Science degree program in Community Health Nursing and Nursing Systems Administration.
- 1985:** The Master's Program was expanded to include the Critical Care Nurse Specialist Concentration.
- 1992:** The Community Health Nursing Concentration added a specialization in School Nursing.
- 1994:** A joint program was established with the University of California, San Diego (UCSD) to prepare students as Family Nurse Practitioners (FNPS).
- 1995:** A joint program was established with UCSD to prepare students as nurse midwives/OB-GYN nurse practitioners.
- 1996:** The Critical Care Nurse Specialist Concentration was changed to Advanced Practice Nursing of Adults and the Elderly (APN) to prepare students as adult-geriatric nurse practitioners and clinical nurse specialists in acute or critical care.
- 2003:** The joint SDSU/UCSD program to prepare FNPs and nurse-midwife/OB-GYN nurse practitioners closed. The nurse midwife/OB-GYN nurse practitioner program was continued through SDSU.

- 2007:** A Nursing Education Concentration was established to prepare nurse educators for academic and/or clinical settings. The first students were accepted into the program in Fall 2007. Students may specialize in adult health, maternal-newborn or nursing systems administration. A post-masters certificate in nursing education was also established Fall 2007.
- 2007:** Additional programs were approved by the University to begin Fall 2008. These include: 1) APN, Clinical Nurse Specialist/Nurse Educator (CNS-NE), 2) Nurse-midwife/Women's Healthcare Nurse Practitioner, 3) Women's Healthcare Nurse Practitioner, and 4) Nurse Midwife.
- 2008** The Advanced Practice Nursing of Adults and the Elderly (APN) Concentration initiated a new specialization to prepare clinical nurse specialists and nurse educators in adult acute/critical care nursing (APN, CNS-NE).
- 2008** The Community Health Nursing Concentration initiated the following revised specializations: Nurse Midwife, Nurse Midwife-Women's Healthcare Nurse Practitioner, and Women's Healthcare Nurse Practitioner.
- 2008** The Nursing Education Concentration added a specialization in Pediatric Nursing.
- 2008** The title of the Nursing Systems Administration Concentration was changed to Nursing Leadership in Health Care Systems.

ACCREDITATION

The School of Nursing has maintained continuous accreditation by the California Board of Registered Nursing (BRN) since its inception. The School also received continuing National League for Nursing accreditation until 2001 at which time it changed accrediting agencies to the Commission of Collegiate Nursing Education (CCNE). The academic programs of the School of Nursing were first accredited by CCNE in 2001 and received ongoing accreditation in 2006. Full accreditation was granted for 10 years. The Prelicensure program (undergraduate curriculum) and the advanced practice programs (nurse practitioner and nurse midwife) are accredited by the California Board of Registered Nursing. The Nurse Midwifery Program is accredited by the American College of Nurse Midwives. The School Nurse Credential Program is accredited by the California Commission on Teacher Credentialing. The Women's Healthcare Nurse Practitioner program is accredited by the National Credentialing Corporation.

MISSION OF THE GRADUATE PROGRAM

The purpose of the graduate program in nursing is to prepare registered professional nurses for advanced nursing roles or for advanced practice nursing. Advanced practice graduates are prepared as nurse practitioners (adult-gerontology, women's healthcare), clinical nurse specialists (adult acute/critical care), or nurse midwives. Advanced nursing roles include nurse administrators, community health nurses, school nurses, and nurse educators. Community health graduates are prepared to provide and oversee population-based health care as clinical experts, managers and administrators. Nursing Leadership in Health Care Systems graduates are prepared for leadership and/or management roles in health care. Nursing Education graduates are prepared for positions in academic and/or clinical settings.

PHILOSOPHY OF THE GRADUATE PROGRAM

The faculty believes that a graduate degree in nursing builds on professional knowledge and skills acquired through formal professional education and developed in clinical nursing practice. The graduate program builds on professional knowledge and nursing skills acquired in an undergraduate baccalaureate nursing program or previous attainment of competencies delineated in *AACN Essentials of Baccalaureate Education for Professional Nursing Practice (1998)*. The faculty recognizes that registered nurses bring a wealth of professional knowledge, experience, and energy to graduate education. We recognize our responsibility to embrace a variety of educational avenues to attain graduate degrees and to explore new educational models to facilitate registered nurses' access to graduate education.

The faculty believes that the teaching/learning process in graduate education is based on approaches that provide the student with an atmosphere endorsing scientific investigation, critical thinking, and professional commitment. We strive for teaching excellence in preparing students for their chosen specialized area of nursing practice through faculty role modeling and mentorship. The faculty assumes responsibility for educating registered nurses in a caring environment grounded by evidence-based practices that are sensitive and respond to ever changing societal needs. Our philosophy of teaching values caring as an essential component of educating students, who will care for and teach patients/ families, and other clinicians. Caring is personified in our graduates by their compassion, cultural sensitivity, advocacy and respect for others.

The faculty has a responsibility to prepare professional nurses who value the art and science of life long learning, scholarship, and scientific discovery. We recognize that a nurse's clinical experience evokes passions and curiosity, as well as confusions and ethical quandaries. An essential principle of teaching is to awaken and build upon the student's existing knowledge base by introducing them to library resources, Internet searching skills, research literature databases and formal processes of critical thinking and decision making about the plethora of information they read. With these new tools, graduates can engage in conversations with others that challenge assumptions about the power and politics of knowledge and science and how these are socially constructed.

Through faculty mentorship, social support, and professional socialization, our graduates develop leadership skills that enable them to foster research utilization aimed at improving standards of practice locally, regionally and nationally. By learning to critique and select the best research evidence available, graduates are empowered to improve professional nursing practice and health care delivery systems. Their ability to identify significant clinical problems and their ability to find research evidence that points to possible solutions, will not only lead to quality improvement, but also standardize best clinical practices that promote patient safety, ethical conduct of research, and cost-effectiveness in the health care system. The faculty believes that all graduate nurses can use their leadership skills and knowledge about research to change awareness among health care professionals about the ever-changing needs of individuals, families and communities in a diverse multicultural society.

A significant element in graduate education is critique and application of theory and evidence-based findings. The faculty believes that graduate students must understand the nature of theory and theory development and value the use of theory in nursing practice. It is essential for students to analyze nursing theories and applicable theories from other disciplines to understand phenomena of concern to nursing. Students must also know how to obtain the most current evidence to guide the clinical and leadership decisions to critically appraise evidence for its application to practice and to guide decisions making. We encourage students to approach theory with a viewpoint of evaluation rather than unquestioning acceptance and to recognize the value of conceptual models as a beginning point for nurses who aim to develop new theories. We believe that in order to prepare professional nurses for advanced practice nursing and for advanced nursing roles, the curriculum should incorporate a broad range of concepts and theories relevant not only to students' areas of study, but to new advances in science and technology that impact nursing practice and global health.

The role of the professional nurse is significant in today's pluralistic and dynamic society. Societal changes generate a need for complex ethical and legal decision making. The professional nurse needs a comprehensive understanding of the relationships among social cultural forces, fiscal and human resources, technological advances, and political power in the delivery of health care. Through leadership, effective communication, evidence-based practice guidelines, and knowledge of health care delivery systems, the graduate is able to influence and direct improvement in these systems for the enhancement of patient care.

The scope of practice for professional nursing is dynamic, continually evolving, and has a flexible boundary that is responsive to changing societal needs and expanding professional

knowledge and technology. The scope of practice of advanced practice nursing partially overlaps those of other health care professions. Our faculty value professional collaboration among health care professionals and recognize the expertise of others within and outside the nursing profession and the need to collaborate with other health care providers when appropriate. Through professional collaboration and common goals our graduates are prepared to promote effective team functioning to provide high quality evidence-based care that protects patient safety.

Bibliography

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National Organization of Nurse Practitioner Faculties (NONPF) & American Association of Colleges of Nursing (AACN). (2002). *Nurse practitioner primary care competencies in specialty areas: Adult, family, gerontological, pediatric, and women's health*. American Association of Colleges of Nursing: Washington, DC.

[Revised and approved by faculty: 12/19/2008]

[Revised and approved by faculty: 4/13/2005]

STUDENT LEARNING OUTCOMES

A graduate of the Master of Science degree program in the School of Nursing is a professional nurse who:

1. Communicates advanced professional knowledge through scholarly writing and oral presentations.
2. Practices nursing using standards, advanced technology, informatics, and evidence- based guidelines in an advanced professional role.
3. Practices collaboratively with other disciplines to deliver culturally sensitive, cost effective, safe, evidence-based healthcare.
4. Demonstrates role autonomy and competence in an advanced professional role.
5. Demonstrates leadership, collaboration, and consultative skills in an advanced professional role.
6. Critically analyzes research for use in professional nursing practice.
7. Designs research or evidence-based projects to investigate patient and healthcare problems.
8. Confronts ethical, sociocultural, and economic issues that compromise the delivery of evidence-based healthcare.
9. Advances the profession of nursing through advocacy, role modeling and mentorship.

[Revised and approved by faculty: 12/19/2008]

[Approved by faculty: 5/3/2005]

GENERAL INFORMATION (*see telephone directory on SDSU's web site: www.sdsu.edu*)

ADMINISTRATION

Dr. Catherine Todero, Director, School of Nursing
Dr. Linda Robinson, Associate Director, Academic Programs
Dr. Diane Hatton, Associate Director, Research

CONCENTRATION CHAIRS

Dr. Lorraine Fitzsimmons, Chair, Advanced Practice Nursing of Adults and Elderly
Concentration, HT172, Ph: 619-594-2761, email: lfitzsim@mail.sdsu.edu
Dr. Diane Hatton, Chair, Community Health Nursing, HT 164, Ph: 619-594-5447,
email: dhatton@mail.sdsu.edu
Dr. Jaynelle Stichler, Chair, Nursing Leadership in Health Care Systems, HT 166, Ph: 619-594-
2769, email: Stichler@mail.sdsu.edu
Dr. Jane Rapps, Interim Chair, Nursing Education, HT 40, Ph: 619-6527, email:
jrapps@mail.sdsu.edu

ADVISORS

Dr. Charlie Nicodemus, Student Services Advisor, School of Nursing, HT 170, Ph: 619-594-
3815, e-mail: songrad@mail.sdsu.edu
Dr. Lauren Hunter, Nurse Midwife/Women's Health Care Nurse Practitioner Advisor, HT 173,
Ph: 858-454-9033, email: lhunter@mail.sdsu.edu,
Dr. Cay Casey, School Nurse Credential Advisor, HT 52, Ph: 619-594-5117, e-mail:
ccasey@mail.sdsu.edu

SCHOOL OF NURSING STAFF

Ms. Rosemarie Busalacchi, Office Manager, HT 58
Ms. Joanne Ling, Undergraduate Admissions Coordinator, Compliance Coordinator, HT 54,
Ph: 619-594-6399, e-mail: jling@mail.sdsu.edu
Ms. Elena Jarin, Administrative Support Assistant II, HT 58, Ph: 619-594-1021, e-mail:
jling@mail.sdsu.edu
Ms Theresa Lanzarotto, Administrative Support Assistant I, HT 58, Ph: 619-592-2540, email:
nursing@mail.sdsu.edu
Ms. Diane Chavez, Instructional Technology Assistant, Adams Humanities (AH) 2128,
Ph: 619-594-6266, e-mail: dchavez@mail.sdsu.edu
Ms. Thizbee K. Luedke, Administrative Assistant I, Ph: 619-594-8959, email:
tluedtke@projects.sdsu.edu

UNIVERSITY OFFICES

Graduate Admissions, SS 1520, Ph: 619-594-0884
Graduate and Research Affairs, CH 3320, Ph: 619-594-5213
Thesis Review Service, CH 3320, Ph: 619-594-4165

SOURCES OF INFORMATION

School of Nursing <http://www.nursing.sdsu.edu>
SDSU <http://www.sdsu.edu>

Class Schedule	http://www.sdsu.edu/schedule.html
Graduate Bulletin	http://coursecat.sdsu.edu/bulletin/index.html
General Catalog	http://coursecat.sdsu.edu/catalog/

The *Class Schedule* is published prior to the opening of each semester. Changes in the schedule will be posted on the SON website.

THESIS MANUAL

Students are required to purchase the SDSU thesis manual and use the manual as a guide for formatting the headings of written papers. The American Psychological Association (APA) style will be required for formatting the text of the paper.

FINANCIAL AID

Limited financial aid is available through government student loans, college work-study programs and state university grants. The majority of financial aid opportunities are limited to students holding classified graduate status. Information about financial aid programs, eligibility requirements and application deadlines may be obtained from the Financial Aid Office located in the Student Services Building, room 3605. The phone number is 619-594-6323. *The Guide to Financial Aid* may be accessed at <http://www.sa.sdsu.edu/fao/intro.html>.

GRADUATE ASSISTANTS AND TRAINEESHIPS

Qualified graduate students may apply for assistantships through the School of Nursing Office. Professional Nurse Traineeships are available for full-time students and part-time students who meet specific requirements. Traineeship applications may be obtained from the School of Nursing Office at the beginning of the semester.

HEALTH SERVICES

Regularly enrolled SDSU students have prepaid a health services fee that entitles them to basic medical services. Pharmacy, laboratory and xray services are available. Ph: 619-594-5281; Web: shs.sdsu.edu

HEALTH REQUIRMENTS

Upon admission to the SDSU School of Nursing the student must provide documentation of health status to include a: health history, physical exam and immunizations. All students are required to have **documented evidence** of required immunizations upon admission and continuously while enrolled in the School of Nursing. **All health and immunization documentation must be taken to: Tessy Reese, LVN., SDSU Student Health Services, 5500 Campanile Drive, San Diego, CA 92182-4701; Phone (619) 594-4325, FAX (619) 594-7469. **Please identify yourself as a Nursing student.****

To access health requirements for the School of Nursing, go to the immunization section of the Student Health Services website (<http://www.shs.sdsu.edu>)

COMPLIANCE INFORMATION

Please see the School of Nursing website for information about compliance procedures. Documentation of compliance as described on the website must be obtained before starting clinical.

PROFESSIONAL LIABILITY AND MALPRACTICE INSURANCE

Please see the School of Nursing website for information.

CPR CERTIFICATION

Current CPR certification must be maintained while at SDSU. Acceptable CPR certification is from the American Heart Association "Healthcare Provider Course" or from the American Red Cross "Professional Rescuer Course". A copy of your CPR certification must be provided to the School of Nursing Office.

SCHOOL OF NURSING MEDIA LAB

Located in Adams Humanities, a state-of-the-art multimedia resource center, is available to students. Services include, but are not limited to: word processing, e-mail, internet access, video editing and taping, digital photography, scanning, etc.

STUDENT ADVISING

Academic advising is available through the Student Services Advisor. Appointments may be made through the School of Nursing Office (Ph: 619-594-2540).

PART-TIME STATUS

Courses and requirements for part-time students are the same as those required for full-time students. Since all courses are not offered every semester, part-time students are advised to make an appointment with the Chair of their Concentration or Specialization Advisor to plan their progression through the program. All requirements for the degree must be completed within seven years.

Detailed academic advisement relative to the specific area of concentration should be arranged with the Concentration Chair or Specialization Advisor. Each area of concentration has an appointed Concentration Chair responsible for recruitment, program planning, program evaluation, and academic advisement.

PUBLIC HEALTH NURSING CERTIFICATE

Applicants wishing to enroll in the Community Health Nursing Concentration and who anticipate applying for a Public Health Nursing Certificate through the state of California, should discuss the recommended procedure with the Community Health Nursing Concentration Chair.

UNIVERSITY COMMENCEMENT

San Diego State University has one commencement ceremony in May of each year for all students who have completed their undergraduate or graduate degrees during the previous Summer, Fall or Spring semesters. The School of Nursing participates in the College of Health and Human Services Commencement ceremony held on campus in COX Arena in May.

SCHOOL OF NURSING HONORS CONVOCATION

The School of Nursing hosts an Honors Convocation each semester to recognize students completing the Undergraduate and Graduate Programs.

CHANGE OF NAME, ADDRESS, PHONE NUMBER OR EMAIL

Please notify the Student Services Advisor, the School of Nursing Office and the Registrar's Office with any changes.

CHANNELS OF COMMUNICATION

Students needing to resolve a problem within a course should make the appropriate contacts as specified below. If the problem cannot be resolved at one level, the student should proceed to the next level.

- First, discuss the problem with the faculty.
- If unresolved, make an appointment with the Concentration Chair.
- If unresolved, make an appointment with the Associate Director of the Academic Programs or the Student Services Advisor depending on the nature of the problem.
- If unresolved, make an appointment with the Director of the School of Nursing.
- If unresolved, make an appointment with the Assistant Dean of Student of the College of Health and Human Services
- Finally, consult the University's Ombudsman if the above channels have failed to resolve the problem.

SUGGESTIONS FOR PROGRAM OR POLICY CHANGES

Suggestions should be channeled to the Graduate Curriculum Committee (GCC) through: (1) the elected student representative to GCC, (2) the GCC Chairperson, (3) a Concentration Chair, or (4) the Student Services Advisor.

GRADUATE POLICIES

All graduate policies are posted in the Graduate Student Handbook. Students are responsible for reviewing the Handbook regularly for changes in policy. A representative from the student body is elected annually to serve on the Program Committee.

TRANSFER OF UNITS FROM OTHER UNIVERSITIES

Students may transfer in up to 9 academic units from qualified graduate programs. The student will be required to submit documentation (e.g., course syllabi) for transfer courses so that this coursework may be evaluated for equivalency to SDSU courses. Any course completed more than seven years prior to the date on which all requirements for the degree are completed cannot be used to satisfy the unit requirements of the official program of study. Make an appointment with the Student Services Advisor and the Concentration Chair or Specialization Advisor to discuss transfer units (see *University Graduate Bulletin* for more details).

REGISTERING FOR CLASSES THROUGH OPEN UNIVERSITY

Qualified students who meet individual course prerequisites and standards for regular enrollment in the University may take classes through Open University before being formally admitted to the University.

Open University allows students to enroll in courses on a space available basis with the approval of the course instructor and the department chair.

Not more than 9 units of combined coursework in Open University and special sessions completed prior to admission to an advanced degree program will be acceptable on a program of study.

Registration forms may be obtained from the College of Extended Studies (ph: 619-594-5664) located in the Gateway Building on the corner of Hardy Avenue and Campanile Drive, room 2503 (2nd floor) or may be downloaded from http://www.ces.sdsu.edu/open_info.html. Bring the registration form to the first class session so that the instructor may sign the form (pending space availability).

Please note that completion of courses through Open University does not guarantee admission to an advanced degree program in the School of Nursing.

SCHOOL OF NURSING POLICIES

ADMISSION POLICY FOR REGISTERED NURSES WITH BACCALAUREATE DEGREES IN NON-NURSING DISCIPLINES

An applicant to the graduate program who is a registered nurse and holds a baccalaureate degree in a field other than nursing must demonstrate competency in community health nursing and nursing management and leadership. Additional coursework at the undergraduate or graduate levels may be required to fulfill undergraduate deficiencies. NUR 414, NUR 630, NUR 632 or an equivalent course may be required to meet the community health requirement. NUR 620 or an equivalent course may be required to meet nursing management and leadership requirements. Students with exceptional qualifications in these areas may petition the Student Services Advisor for a waiver of these requirements. Upon satisfactory completion of these undergraduate deficiencies and after having met the prerequisites and criteria for admission to the graduate program, the individual may then initiate a request to be reviewed for admission to the graduate program with classified status. [Approved by faculty: 4/2007]

ADMISSION POLICY FOR APPLICANTS WHO GRADUATED FROM PROGRAMS WHICH WERE NOT ACCREDITED BY THE NATIONAL LEAGUE FOR NURSING (NLN) OR COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)

An applicant to the Graduate Program who is a registered nurse and holds a degree from a non-NLN or non-CCNE accredited program must request a waiver from existing admission requirements. Students who do not meet admission criteria will be considered on an individual basis. Students should submit a request for waiver and supporting documents to the Student Services Advisor for consideration.

GRADUATE AND CREDENTIAL STUDENT POLICY ON COMPLIANCE

Students in the School of Nursing Graduate and/or Credential Programs must adhere to School of Nursing Guidelines for health screening, immunizations, CPR certification etc. Appropriate documents must be submitted for verification.

WAIVER FOR COURSE WORK

All applications for waiver of existing requirements for course work in core and concentration courses shall be referred to the Student Services Advisor. The Student Services Advisor and the faculty who teach the course being considered, will review the recommendation of a waiver upon receipt of a letter of request from the student. The student should provide justification for the request and supporting documents to assist faculty in making their decision. If a waiver is granted, the student should consult with his/her Concentration Chair or Specialization Advisor to determine acceptable alternatives for achieving the required number of units for the Program of Study. Students in nurse practitioner and or nurse midwife programs should refer to the Advanced Standing Policy in the Graduate Student Handbook.

MAXIMUM ALLOWABLE COURSES IN WHICH A “CONDITIONAL” OR POST-BACCALAUREATE STUDENT MAY ENROLL

A student enrolled in conditional or post-baccalaureate status will be permitted to take no more than 12 units of required courses toward completion of the MS degree in Nursing before completing admission conditions. In order to continue in the graduate program, the conditional or post-baccalaureate student must change his/her status to classified graduate standing. There shall be no limit to the number of elective units a student may complete.

REPETITION OF COURSES FOR CONDITIONAL AND POST-BACCALAUREATE STUDENTS

Students in conditional or post-baccalaureate status may not repeat courses for credit for which they received less than a grade of "B minus."

LEAVE OF ABSENCE POLICY

Students may apply for and be granted a leave of absence from the nursing program for up to one year. Students remaining on a leave of absence beyond one year must re-apply to the nursing program and be re-evaluated for curricular placement. (See University Policy for Leave of Absence)

ADVANCEMENT TO CANDIDACY

All students must satisfy the general requirements for advancement to candidacy as described in Part Two of the *Graduate Bulletin*. Students must satisfactorily complete at least 12 units of nursing courses listed on the official program of study with a minimum grade point average of 3.0 and be recommended by the Student Services Advisor. [Approved by faculty: 12/2006]

The student should submit a Program of Study and request Advancement to Candidacy after completing 12 units of course work as noted above. As per University Policy, the student may not advance to candidacy and graduate in the same semester.

Essential Performance Form

Essential Performance Form Policies and Procedures

Policy:

1. To enter into and successfully complete the nursing program, **ALL** students must be able to meet the emotional and physical requirements for the essential performance standards as defined in the School of Nursing, Essential Performance form.
2. **ALL** students **must** complete the Essential Performance form as part of their compliance requirements.
3. Individuals who wish to request a reasonable accommodation must submit the Essential Performance form to the Director of the School of Nursing, for consideration and action.
4. Reasonable accommodations will be provided for students when indicated. Documentation of the need for accommodation will be required. Evaluation of the disability and accommodation recommendations may be required from a qualified health care provider or from Disabled Student Services. Any required physical, emotional, or cognitive evaluations needed will be at the student's expense.
5. Development of any new disability during the program of study requires updating the Essential Performance Form.

Procedures:

Step One:

The Essential Performance form **must** be completed by you and signed by your health care provider or Student Health Services prior to the first day of classes.

Step Two:

Submit the completed form to the School of Nursing Admissions Coordinator for processing.

Step Three:

Individuals who are requesting reasonable accommodations **must** submit the Essential Performance form, along with any documentation, to the Director of Nursing for consideration and action.

Approved by faculty: 12/19/2008

Physical Requirements:

In order to participate in San Diego State University’s nursing program students are required to travel to agencies and hospitals, and to homes with unpredictable environments. Students need to have the endurance to adapt to a physically and emotionally demanding program. The following physical, emotional, and cognitive requirements would be necessary to participate in the clinical application courses in nursing:

1. **Strength**: sufficient strength to lift, move, and transfer most patients; to restrain and carry children; to move and carry equipment; and to perform CPR which requires sufficient body weight and adequate lung expansion.

Yes (with accommodations) _____ Yes (without accommodations) _____ No _____

Use this space for explanation should you so desire, or to request a reasonable accommodation which would permit you to perform the procedures described above:

2. **Mobility**: sufficient to bend, stoop, bend down on the floor; combination of strength, dexterity, mobility and coordination to assist patients; ability to move around rapidly; and to move in small, confined areas.

Yes (with accommodations) _____ Yes (without accommodations) _____ No _____

Use this space for explanation should you so desire, or to request a reasonable accommodation which would permit you to perform the procedures described above:

3. **Fine Motor Movements**: necessary to manipulate syringes and IV’s; to assist patients with feeding and hygiene; to write in charts; to perform sterile procedures and other skilled procedures.

Yes (with accommodations) _____ Yes (without accommodations) _____ No _____

Use this space for explanation should you so desire, or to request a reasonable accommodation which would permit you to perform the procedures described above:

4. **Speech:** ability to speak clearly in order to communicate with staff, physicians, and patients; need to be understood on the telephone.

Yes (with accommodations) _____ Yes (without accommodations) _____ No _____

Use this space for explanation should you so desire, or to request a reasonable accommodation which would permit you to perform the procedures described above:

5. **Communication:** able to communicate in English both verbally and written format so that students can communicate nursing actions, interpret client responses, initiate health teaching, document and understand nursing activities, and interact with clients, staff and faculty supervisors.

Yes (with accommodations) _____ Yes (without accommodations) _____ No _____

Use this space for explanation should you so desire, or to request a reasonable accommodation which would permit you to perform the procedures described above:

6. **Vision:** sufficient to make physical assessments of patients and equipment.

Yes (with accommodations) _____ Yes (without accommodations) _____ No _____

Use this space for explanation should you so desire, or to request a reasonable accommodation which would permit you to perform the procedures described above:

7. **Hearing:** sufficient to accurately hear on the telephone; to be able to hear through the stethoscope to discriminate sounds; to hear cries for help; to hear alarms on equipment and emergency signals; and various overhead pages.

Yes (with accommodations) _____ Yes (without accommodations) _____ No _____

Use this space for explanation should you so desire, or to request a reasonable accommodation which would permit you to perform the procedures described above:

8. **Touch:** ability to palpate both superficially and deeply and to discriminate tactile sensations.

Yes (with accommodations) _____ Yes (without accommodations) _____ No _____

Use this space for explanation should you so desire, or to request a reasonable accommodation which would permit you to perform the procedures described above:

9. **Emotional Requirements:** The student must have sufficient emotional stability to perform under stress produced by both academic study and the necessity of performing nursing care in real patient situation while being observed by the instructors and other health care professionals.

Yes (with accommodations) _____ Yes (without accommodations) _____ No _____

Use this space for explanation should you so desire, or to request a reasonable accommodation which would permit you to perform the procedures described above:

10. **Cognitive Requirements:** The student must have sufficient cognitive ability to listen, speak, read, write, reason and perform mathematical functions at a level that allows processing and understanding of materials and information presented either verbally or in written format.

Yes (with accommodation) _____ Yes (without accommodations) _____ No _____

Use this space for explanation if you desire or to request a reasonable accommodation which would permit you to perform the requirements above.

11. **General Health:** nursing is considered to be a high-risk profession for exposure to Hepatitis B and other contagious disease. Immunizations required by the Department of Nursing reduce this risk for nursing students, but do not eliminate it entirely. The following students need a physician's note to participate in the program: student with impaired or deficient immune systems; and, pregnant women. Such students must have physician approval prior to participation in clinical courses, and must discuss their situation with the clinical instructor.

Yes (with accommodations) _____ Yes (without accommodations) _____ No _____

Use this space for explanation should you so desire, or to request a reasonable accommodation which would permit you to perform the procedures described above:

For reporting purposes, an individual shall be counted only in one category, that of the primary dysfunction. Although ADA guidelines and California State Law do not require that campuses provide accommodations to students with temporary disabilities (disabilities less than 3 months) campuses may decide on a case-by-case basis to provide accommodations and support to temporarily disabled students.

Applicant's Signature	Date
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Health Care Provider Signature	Date
--------------------------------	------

Health Care Provider Facility Name	Date
------------------------------------	------

Note: If you have any questions regarding the above form, please feel free to contact the Compliance Coordinator at SDSU School

**Advanced Standing Policy
Adult-Gerontology Nurse Practitioner Program
Advanced Practice Nursing of Adults and the Elderly Concentration
San Diego State University School of Nursing**

The School of Nursing faculty believe that a graduate student with previous education in a professional school and/or current relevant clinical experience as a primary care provider for adult and geriatric clients with acute and chronic health problems, may seek evaluation of their education and/or experiences for the purpose of challenging, by examination, select theory and/or clinical courses in the Adult-Gerontology primary care nurse practitioner component of the Advanced Practice Nursing (APN) of Adults and the Elderly Concentration.

General Guidelines

- A. The following courses in the Adult-Gerontology Primary Care Nurse Practitioner Program of the APN of Adults and the Elderly Concentration are subject to this policy:

N501 Advanced Health Assessment and Health Promotion
N610 Pathophysiology of Adults and the Elderly
N658 Clinical Pharmacology for Advanced Practice Nursing
N654 Advanced Practice Nursing: Primary Care I
N655 Advanced Practice Nursing: Primary Care Practicum I
N656 Advanced Practice Nursing: Primary Care II
N657 Advanced Practice Nursing: Primary Care Practicum II
Geriatric Elective

- B. Credit may also be granted by direct transfer of credit in accordance with University policy.
- C. A student seeking transfer credit or credit-by-examination must be a classified graduate student admitted to the Advanced Practice Nursing of Adults and the Elderly Concentration in the School of Nursing.

Transfer of Credit

- A. Transfer credit for previous academic work is regulated by University policy and will be recognized by the School of Nursing in accordance with such policy.
- B. Course work completed in an accredited School/College of Nursing will be considered for equivalency. Equivalency is determined on the basis of course objectives, content, and units. Equivalency will be determined by faculty assigned to teach the course and the Concentration Chair.

- C. Each student will provide a copy of the course description and syllabus at the time the course was completed to determine equivalency. Faculty may request additional information as needed.

Credit-by-Examination

- A. All aforementioned courses in the Adult-Gerontology Nurse Practitioner Program of the APN of Adults and the Elderly Concentration are open for credit-by-examination.
- B. The student shall submit a letter to the Concentration Chair requesting participation in the credit-by-examination process for specific courses.
- C. The student will submit to the Concentration Chair detailed official documentation of previous education and/or clinical practice experiences to determine eligibility to participate in the credit-by-examination process. Each student will be evaluated on an individual basis. Written materials must be submitted the semester prior to the credit-by-examination to determine eligibility.
- D. The Concentration Chair in collaboration with course faculty will evaluate the student's previous education and clinical experience to determine eligibility for credit-by-examination.
- E. Students deemed eligible for credit-by-examination will be notified by the Concentration Chair.
- F. The Concentration Chair will formulate a written schedule for credit-by-examination courses. The scheduled will be agreed upon by the student and the Concentration Chair. A copy of this agreement will be placed in the student's record. Agreements may be renegotiated for serious and compelling reasons by both the student and the faculty.
- G. Scheduling of both written and clinical credit by examinations is variable, and is mutually agreed upon by the faculty administering the exam and the student participating in the examination process.
- H. All course prerequisites must be successfully met prior to credit-by-examination.
- I. Credit-by-examination must be earned in a concurrent theory course prior to the clinical course credit-by-examination.
- J. Written criteria for theory and clinical examinations will be provided in course syllabi. Credit-by-examination students will be provided access to course syllabi and course materials.
- K. Grading will follow the grading policy of the individual course. The grade will be computed in the student's grade point average (GPA). Should a student fail the credit-by-examination and take the course, both grades will appear on the student's transcript.

- L. Auditing of courses prior to attempting credit-by-examination is not permitted. Permission to take a examination for course credit will be denied to any student found auditing the course.
- M. A student may only apply once for credit-by-examination for each course. Unsuccessful completion of an examination necessitates enrollment and completion of all course requirements on a space available basis.

Registration for Credit-by-Examination

- A. Credit-by-examination courses are added during the add/drop period by filing a change in program form.

Accepted by the Graduate Program Committee: 12/9/97

Accepted by Faculty: 12/16/97

Advanced Standing Policy

Nurse-Midwifery/ Women's Health Nurse Practitioner Program Community Health Concentration San Diego State University School of Nursing

The School of Nursing faculty believe that a graduate student with previous education in a professional school and/or current relevant clinical experience as a primary care provider for women and or newborns, may seek evaluation of their education and/or experiences for the purpose of challenging, by examination, select theory and/or clinical courses in the nurse-midwifery/ women's health nurse practitioner component of the Community Health Concentration.

General Guidelines

- A. The following courses in the Nurse-Midwifery/ Women's Health Nurse Practitioner Program of the Community Health Concentration are subject to this policy:
 - N501 Advanced Health Assessment and Health Promoti
 - N610 Pathophysiology of Adults and the Elderly
 - N654, Advanced Practice Nursing, Primary Care
 - N658 Clinical Pharmacology for Advanced Practice
 - N636 Women's Health Assessment and Management I
 - N637 Women's Health/Nurse-Midwifery Clinical Practicum I
 - N639 Women's Health/Nurse-Midwifery Clinical Practicum II
 - N744 Women's Health/Nurse-Midwifery Clinical Practicum II
 - N696 (N741) Integrated Women's Health/Nurse-Midwifery Clinical Practicum
- B. Credit may also be granted by direct transfer of credit in accordance with University policy.
- C. A student seeking transfer credit or credit-by-examination must is a classified graduate student admitted to the Nurse-Midwifery/ Women's Health Nurse Practitioner Program in the Community Health Concentration in the School of Nursing.

Transfer of Credit

- A. Transfer credit for previous academic work is regulated by University policy and will be recognized by the School of Nursing in accordance with such policy.
- B. Course work completed in an accredited School/College of Nursing will be considered for equivalency. Equivalency is determined on the basis of course objectives, content, and units. Equivalency will be determined by faculty assigned to teach the course, the Nurse-Midwifery Advisor, and the Concentration Chair.

- C. Each student will provide a copy of the course description and syllabus at the time the course was completed to determine equivalency. Faculty may request additional information as needed.

Credit-by-Examination

- A. All aforementioned courses in the Nurse-Midwifery/Women's Health Nurse Practitioner Program of the Community Health Concentration are open for credit-by-examination.
- B. The student shall submit a letter to the Concentration Chair and Nurse-Midwifery Advisor requesting participation in the credit-by-examination process for specific courses.
- C. The student will submit to the Concentration Chair and Nurse-Midwifery Advisor detailed official documentation of previous education and/or clinical practice experiences to determine eligibility to participate in the credit-by-examination process. Each student will be evaluated on an individual basis. Written materials must be submitted the semester prior to the credit-by-examination to determine eligibility.
- D. The Concentration Chair and Nurse-Midwifery Advisor in collaboration with course faculty will evaluate the student's previous education and clinical experience to determine eligibility for credit-by-examination.
- E. Students deemed eligible for credit-by-examination will be notified by the Concentration Chair and Nurse-Midwifery Advisor.
- F. The Concentration Chair and Nurse-Midwifery Advisor will formulate a written schedule for credit-by-examination courses. The schedule will be agreed upon by the student and the Concentration Chair. A copy of this agreement will be placed in the student's record. Agreements may be renegotiated for serious and compelling reasons by both the student and the faculty.
- G. Scheduling of both written and clinical credit by examinations is variable, and is mutually agreed upon by the faculty administering the exam and the student participating in the examination process.
- H. All course prerequisites must be successfully met prior to credit-by-examination.
- I. Credit-by-examination must be earned in a concurrent theory course prior to the clinical course credit-by-examination.
- J. Written criteria for theory and clinical examinations will be provided in course syllabi. Credit-by-examination students will be provided access to course syllabi and course materials.

- K. Grading will follow the grading policy of the individual course. The grade will be computed in the student's grade point average (GPA). Should a student fail the credit-by examination and take the course, both grades will appear on the student's transcript.
- L. Auditing of courses prior to attempting credit-by-examination is not permitted. Permission to take an examination for course credit will be denied to any student found auditing the course.
- M. A student may only apply once for credit-by-examination for each course. Unsuccessful completion of an examination necessitates enrollment and completion of all course requirements on a space available basis.

Registration for Credit-by-Examination

Credit-by-examination courses are added during the add/drop period by filing a change in program form.

GRADUATE STUDENT AWARDS

To receive a graduate student award, the student must successfully complete graduation requirements during the semester that he/she is being considered for the award. Any student who completes degree requirements during the summer semester will be considered for the award during the next fall semester.

Graduate Student Award for Academic Excellence:

The graduate student award for “Academic Excellence” will be awarded each semester to the graduate student who has the highest overall Grade Point Average on his/her approved Program of Study.

Graduate Student Award for Excellence in Clinical/Administrative Practice:

Faculty has the opportunity to nominate a student for recognition of excellence in clinical practice. This recognition shall be for clinical practicum work in his or her concentration or specialization and not for clinical practice related to the student’s employment. More than one student may receive this award.

Graduate Student Award for Excellence in Research/Project:

Faculty has the opportunity to nominate a student for recognition of excellence in thesis research or project. More than one student may receive this award.

Plan A (Thesis) and Plan B (Non-thesis)

The School of Nursing offers Plan A (Thesis) or Plan B (Non-thesis) to fulfill the requirements for the Master of Science Degree with a major in Nursing. The choice of Plan A or Plan B should be made early in the program before filing the Program of Study. Plan B is generally appropriate for most students.

There are two Plan B options offered by the School of Nursing. Option 1 involves the development of a research proposal and Option 2 is a Comprehensive Evidence-Based Change Project. Option 1 is open to all students except for students in the Nursing Leadership in Health Care Systems Concentration. Option 2 is available to all students.

To be eligible for Plan B the student must submit a Plan B Intent Form [see intent forms below]. To be eligible for Plan A (Thesis), the student must obtain written consent from the faculty member who agrees to serve as Thesis Chair and from the Student Services Advisor [see consent form below]. All forms should be submitted to the Student Services Advisor as specified in the Plan A or Plan B guidelines.

A student wishing to switch between Plan A and Plan B after attempting to meet the requirements of either plan must petition Graduate Curriculum Committee through the Student Services Advisor for permission. Such petitions will be approved only under compelling circumstances.

SAN DIEGO STATE UNIVERSITY
SCHOOL OF NURSING

Plan B, Option 1, Research Proposal

Intent Form

Today's Date _____

Student: _____

Red ID: _____

Home Phone: _____

Work Phone: _____

Cell Phone: _____

Email: _____

Concentration (check appropriate program)

Advanced Practice Nursing of Adults/Elderly (APN) _____

NP-CNS _____

CNS-NE _____

Community Health Nursing (CHN) _____

Nurse Midwife/Women's Health Care NP _____

Nurse Midwife _____

Women's Health Care NP _____

School Nursing _____

Nursing Education _____

Adult _____

Maternal-Newborn _____

Nursing Service Administration _____

Pediatric Nursing _____

Date of Plan B enrollment: Fall (year)_____ Spring (year)_____

(This is the date that you intent to complete your Plan B, Option 1, Research Proposal requirements. The semester generally corresponds to the semester that you intend to graduate)

**SAN DIEGO STATE UNIVERSITY
SCHOOL OF NURSING**

Plan B, Option 1, Research Proposal

Honor Code

I (print name) _____ attest and affirm that I have followed the Plan B guidelines and have not received help from any person about any aspect of my proposal.

Signature

Date

Plan B, Option 1, Research Proposal

Overview

1. To be eligible for Plan B, the student must have a Program of Study on file and have been advanced to candidacy.
2. A student will be eligible to enroll in Plan B during the final semester in which all graduate course work is completed.
3. All students intending to complete Plan B, will submit a Plan B intent form to the Student Services Advisor.
4. The Plan B, Option 1 student should register for a 3-unit N798 in the semester of the academic year of intended completion of Plan B. Add codes for N798 will be available in the School of Nursing office the first week of the semester Please note that add codes will be given after the Student has submitted the Special Study 798 Form to the School of Nursing Office (form below).
5. Plan B, Option 1 shall consist of two parts: (1) a written research proposal and (2) an oral presentation and defense of the proposal. The student will be given a research problem related to his/her field of study and will develop a research proposal that is no longer than 15 typed pages excluding references, appendices and instruments as directed. The student should submit four hard copies and one electronic copy of his/her work to the designated person by 4pm on the due date.
6. Written Research Proposal-The research proposal will be evaluated by three faculty in the Concentration/Specialization as appropriate. The submitted proposal will be considered as the final product. No revisions will be permitted after submission of the Plan B Proposal. The Concentration Chair or Specialization Advisor will accept no research proposal after the due date without the prior approval of the Graduate Curriculum Committee.

The student's work will be graded as SATISFACTORY or UNSATISFACTORY:
* if two of three readers grade the proposal as SATISFACTORY the student may progress to the oral presentation and defense.
* if two of three readers determine that the research proposal is UNSATISFACTORY the student may not progress to the oral presentation and defense.
7. Oral Presentation and Defense - After receiving a SATISFACTORY grade on the written research proposal, a student will present his/her research proposal to the faculty and other interested parties. The student must be prepared to answer questions about the research proposal. After the oral defense is completed~ the Concentration /Specialization faculty will decide by consensus if the student has successfully defended the research proposal. An UNSATISFACTORY oral defense must be rescheduled within two weeks.

8. Satisfactory completion of Plan B, Option 1 must include a satisfactory written research proposal and a satisfactory oral presentation and defense. Both components must be completed within the same semester.

9. An unsatisfactory Plan B, Option 1, Comprehensive Exam will receive a grade of NC for N798. An unsatisfactory exam may be repeated only once in a subsequent semester. An intent form must be submitted within 2-weeks following notification of a failed exam.

PROCEDURE FOR PLAN B PAPER SUBMISSION:

In an attempt to guarantee anonymity and confidentiality of your papers, the faculty requests the following:

- 1) Remove your name and all identifying information from ALL copies of your Plan B Paper.
- 2) Submit one copy of the Honor Code.
- 3) The secretarial staff of the School of Nursing will send you a "SECRET CODE NUMBER" by email prior to the Plan B, Option 1 due date. Place the " SECRET CODE NUMBER" on the cover page of each copy of your Plan B paper.
- 4) Please place four hard copies and one CD containing your Plan B Paper in a large mailing envelope and submit it to the School of Nursing Office by the Plan B due date.

QUANTITATIVE RESEARCH PROPOSAL GUIDELINES

Plan B, Comprehensive Exam Option 1 Requirements:

You have elected to follow the Plan B Non-Thesis option to fulfill final requirements for the Master's Degree. Plan B requires, in lieu of a thesis, a comprehensive examination which is defined in the SDSU *Graduate Bulletin* as “an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking and demonstrate mastery of the subject matter. The results of the examination evidences independent thinking, appropriate organization, a high level of writing competency, critical analysis, and accuracy of documentation.” In the School of Nursing, the Plan B comprehensive examination requirement is fulfilled by completing a research proposal as outlined below. You may use any literature or written source available, however, consulting with any person about any aspect of your proposal is not permitted. Consulting with others will be considered cheating and will be subject to University policy as outlined in the *Bulletin of the Graduate Division*. This is an examination and your work is expected to reflect your independent ability to demonstrate the accomplishments required for award of the master's degree as defined above.

Directions: After you receive your research problem, develop a written research proposal incorporating the elements presented below. The proposal should adhere to APA format and should be no longer than 15 typed pages excluding the title page, references and appendices. Use 12 point, Times New Roman font.

1. Introduction and Background

- a. The introduction and background should be succinct.
- b. Describe trends and issues in society, technological or scientific advances, or epidemiological data that substantiate areas of concern that are relevant to your research.
- c. Provide sufficient background to lead into the problem including all variables.
 - Organize logically (e.g., by major variables).
 - Use literature from refereed journals that is current (within 10 years). Exceptions are seminal and landmark studies.
 - Integrate and summarize the current state of the science/research, including inadequacies (i.e., gaps in knowledge, faulty assumptions, a need for novel approaches) of previous research that will be remedied in your study.

2. Specific Research Problem

- a. Clearly state the purpose of the study.
- b. Clearly state the problem to be investigated.
- c. Identifies relationship between 2 or more variables; or differences between 2 or more dependent or independent groups
- d. Identify the target population for which the study will be generalizable.

3. Significance of the Study

- a. Briefly discuss the significance of the study (e.g., contributions that may come out of the investigation for nursing practice or patient care).
- b. Clearly state the anticipated results of your study and who might use these results.

4. Theoretical Framework

- a. Briefly describe the theoretical framework or conceptual model you selected for your study. (Do not limit yourself to nursing theories).
- b. The framework should fit with the problem and variables you selected for the study
- c. The framework should lead into hypotheses/research questions.

5. Definition of Variables

- a. Briefly identify the major variables. For descriptive or correlational designs, identify variables of interest. For quasi-experimental and experimental designs, identify independent and dependent variables..
- b. Define each major variable conceptually and operationally.

6. Hypotheses

- a. If this is an exploratory or descriptive study, you may develop specific research questions rather than hypotheses.
- b. Each hypothesis or research question should be one sentence in length. Do **not** use null hypotheses.

7. Study Design

- a. State the design of your study (e.g., descriptive, correlational, quasi-experimental, true experimental and then in more depth: pretest-posttest, repeated measures, nonequivalent control group, post-test only).
- b. Identify the confounding or extraneous variables and how they are controlled for in your study.
- c. You may include a conceptual map as a figure if you wish. The optional conceptual map is placed in the appendix.

8. Sampling Plan

- a. Specify your criteria for inclusion/exclusion.
- b. Specify the type of sampling procedure you will use (e.g., random, convenience, snowball, purposive).
- c. Specify your sample size using a Power Analysis
- d. Include a demographic questionnaire in the Appendix that illustrates the kind of data you will collect to describe your sample.

9. Data Collection Procedures

- a. Describe how you will collect your data. Be specific enough to enable another researcher to duplicate your study.
- b. Briefly state all essential elements to show how you will conform to IRB requirements to protect your subjects.

10. Instrumentation

- a. Describe each instrument.
- b. Discuss the appropriateness of the instruments for your population (age, gender, educational level, etc)

- c. Cite reliability and validity data for the total scale and each subscale.
- d. If using bio- physiologic instruments, discuss accuracy and sensitivity. If reasonably available include a copy of the instrument in the appendix.
- e. Describe how the instrument will be scored and/or interpreted and what level of data it yields (nominal, ordinal, interval or ratio).
- f. If using an exploratory research design, include a copy of the survey you created.

11. Planned Statistical Analysis

- a. Restate each hypothesis/question.
- b. Be specific as to the type of statistics you will use to test each hypothesis or answer each research question and why used.
- c. Statistical tests should be appropriate for the level of the data collected.
- d. State how you will analyze demographic data to describe your sample.
- e. Explain how you will statistically evaluate instrument reliability.

12. Limitations

- a. Identify the limitations of your study design.

Recommended Readings

Polit, D., & Tetano Beck, C. (2004). Nursing Research (6th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Flaskerud, J., & Winslow, B. (1998). Conceptualizing vulnerable populations health-related research. Nursing Research,47(2), 69-78.

Rev: 9/2005

Rev: 5/2006

Plan B, Option 1, Research Proposal

QUANTITATIVE RESEARCH PROPOSAL EVALUATION TOOL

STUDENT #:

Pass___ Fail___

AREA	COMMENTS
Introduction: lit review. Sufficient background to lead into problem.	
Research Problem: Purpose is clearly stated. The problem to be investigated is clearly stated. Identifies target population to which study will be generalizable. Identifies relationship between 2 or more variables, or differences between 2 or more dependent or independent groups.	
Significance of the Study: Significance of potential findings is stated clearly. Anticipated results based on lit review.	
Theoretical Framework or Conceptual model: Theorist identified; theoretical/conceptual model described; relates to research questions, design and variables selected for this study; identified extraneous variables.	
Definition of Variables: Identifies major variables and denotes types (IV/DV or variables of interest); includes conceptual & operational definitions.	
Hypotheses: Clearly states the variables and how they are related. Identifies a research question if survey design.	
Study Design: Identifies the design. Identifies the confounding or extraneous variables. Describes how these variables are controlled for in the study.	
Sampling Plan: Describes the setting; sampling procedure; sample size <i>justified using Power Analysis</i> ; inclusion / exclusion criteria; Demographic questionnaire in Appendix.	
Data collection Procedure: Recruitment procedures described; administration of instruments/data collection described in adequate detail; includes all essential elements to meet IRB requirements.	
Instrumentation: Appropriately identify instrument(s); instruments are appropriate to the study and population; includes validity and reliability data for total scale and subscales; includes the level of measurement obtained from	

each instrument (nominal, ordinal, interval, ratio).	
Planned Statistical Analysis: Reiterates hypothesis/research question and variables. States appropriate test for statistical analysis and why selected.	
Limitations: Identify threats to internal and external validity and any other limitations.	

Strengths:

Areas of Concern:

Rev: 9/2005

Rev: 5/2006

PLAN B-Option 1

QUALITATIVE RESEARCH PROPOSAL EVALUATION TOOL

STUDENT #: _____

Pass _____ Fail _____

AREA	COMMENTS
Introduction & Background: Give sufficient background literature to lead into the clinical/non clinical problem.	
Integrative Review of the Literature: Use a logical, cohesive, persuasive manner to retrace the state of the science on this topic. Include assumptions, concepts, theoretical frameworks, or conceptual model(s), from previous research to explain the significance of the research question and justify the qualitative research design. Include current literature, landmark or seminal studies, and integrative reviews of the literature when available.	
Specific Problem: Clear statement of purpose. Statement of the problem and the phenomenon of concern. Identify the target population and rationale for selecting this population.	
Significance of the Study: Long range objectives are clearly and concisely stated. Significance / contributions (eg. for nursing practice, patient care, policy or generating hypotheses for future studies). Anticipated results: who will benefit; who might use these results.	
Concepts: Clearly defined the concepts in the study.	
Research Question: States one or more specific research question(s) in a manner that corresponds to the research design.	
Study Design: Describes the methodology. Clearly identifies the study design.	
Sampling Plan: Describes the sample, sampling procedure and why selected. Specifies inclusion/exclusion criteria. States an appropriate sample size and how	

<p>this was determined. Demographic questionnaire included in the Appendix.</p>	
<p>Data Collection Procedures: Describes the setting, researcher's role, and assumptions in detail. Describe the data collection methods in detail. Describe all essential elements to show how IRB requirements are met. Describe in detail how Informed Consent is obtained and by whom.</p>	
<p>Interview Guide: Interview guide created by student is appropriate to the conceptual framework and phenomenon of interest. Include domains.</p>	
<p>Limitations: Identifies and describes all possible anticipated limitations Identifies and describes in detail any design strategies you will use to counteract these limitations. Consider all that apply: A. Confirmability B. Credibility C. Transferability D. Dependability E. Authenticity</p>	
<p>Planned Analysis: Describes in detail the plan for analysis of data. The methods of analysis match the research design.</p>	

Strengths:

Areas of Concern:

July 27, 2005

**SAN DIEGO STATE UNIVERSITY
SCHOOL OF NURSING**

Comprehensive Evidence-Based Change Project Intent Form

Comprehensive Evidence-Based Change Project Intent Form is due to the Student Services Advisor by: March 1st for a December graduation, October 1st for a May graduation

Today's Date _____

Student Name _____

Home Phone _____

Work Phone _____

Cell Phone _____

Email address _____

Date of Phase I of Comprehensive Evidence-Based Project: _____

Planned Graduation Date: _____

Concentration (check appropriate program)

Nursing Leadership in Health Care Systems _____

Advanced Practice Nursing of Adults/Elderly (APN) _____

NP-CNS _____

CNS-NE _____

Community Health Nursing (CHN) _____

Nurse Midwife/Women's Health Care NP _____

Nurse Midwife _____

Women's Health Care NP _____

School Nursing _____

Nursing Education _____

Adult _____

Maternal-Newborn _____

Nursing Service Administration _____

Pediatric Nursing _____

4/17/2006

Revised, 11/08

Plan B, Comprehensive Evidence-Based Change Project, Option 2 Timeline

Phase	December Graduation	May Graduation
Phase I: Site selection and identification of a project Register for 3 units – N798 Complete Intent Form and submit to Student Services Advisor	Beginning of Spring Semester prior to the December of planned graduation. Deadline: March 1	Beginning of Fall Semester prior to the May of planned graduation. Deadline: October 1
Phase II: Proposal development and approval	Deadline: April 1	Deadline: November 1
Phase III: Project Completion Register for 3 units – N798	October 15	March 15
Phase IV: Report Completion	October 15*	March 15*
Phase V: Presentation	Between November 1 and 15*	Between April 1 and 15*
Phase VI. Evaluation	1) Between November 1 and 15 2) Students who must undertake revisions are subject to the deadlines for the next graduation date. In this case, the student would revert to the May graduation deadlines. Students who must undertake major revisions, must submit an intent form within 2 weeks following notification of not passing the project.	1) Between April 1 and 15 2) Students who must undertake revisions are subject to the deadlines for the next graduation date. In this case, the student would revert to the December graduation deadlines. Students who must undertake major revisions, must submit an intent form within 2 weeks following notification of not passing the project.
Approximate Grade Due Date for Graduation (give grades to Graduate Advisor)	November 15	April 17

*Above dates are approximate based upon institutional deadlines for graduation. **Students must negotiate exact deadlines** for Phase IV Report Completion and Phase V Presentation with the Faculty Advisor and Institutional Sponsor.

Approved by GPC 4/11/06

San Diego State University
School of Nursing

**Comprehensive Evidence-Based Change Project
Institutional Sponsor Agreement**

The Comprehensive Evidence-Based Change Project, which is a capstone assignment option in the graduate nursing program, calls for the active participation of an institutional sponsor. Please indicate by signing below that you agree to be the institutional sponsor for the named student and have received all pertinent materials.

I agree to serve as the institutional sponsor for _____,
graduate nursing student in the _____ Concentration, for the duration of the
work on the comprehensive evidence-based change project. Her/his comprehensive evidence-
based change project will be based at the facility at which I am employed:

_____. The topic of the project is: _____
_____.

I understand that _____ will serve along with me as the
SDSU faculty member and major supervisor of the student's work. I have received a
copy of the comprehensive evidence based change project guidelines and timeline.

Institutional Sponsor Printed Name

Institutional Sponsor Signature

Date: _____

4/17/2006

COMPREHENSIVE EVIDENCE-BASED CHANGE PROJECT

The comprehensive evidence-based change project requires completion of the following six phases:

- Phase I: Site selection and identification of a project
- Phase II: Proposal development and approval
- Phase III: Project completion
- Phase IV: Report preparation
- Phase V: Presentation
- Phase VI. Evaluation

PHASE I. SITE SELECTION AND IDENTIFICATION OF PROJECT

Students are expected to confer with a faculty member regarding the advisability and feasibility of undertaking this option. After doing so, the student selects an organization or setting that will serve as the site for undertaking the project, seeks the assistance of an institutional sponsor and identifies a project opportunity appropriate for focus. Project opportunities may include: organizational improvement projects; projects to improve or enhance patient outcomes; or projects with relevance to nursing practice.

Students must have "intimate access" to the organization and its management. This will necessitate that the student be employed by, or have completed his/her practicum at the organization in which the project will be undertaken. The organization must agree to serve as the site for the study and a member of the management team must be willing to serve as the student's institutional sponsor for the duration of the project. (Need letter of support written on institutional letterhead by sponsor). Student will assure institutional sponsor that strict confidentiality will be maintained.

The identification of the focus and purpose of the project is a critical decision. The student is expected to consult closely with both his/her institutional sponsor and faculty member in making this selection. This project must meet the following requirements:

- (a) It must be important to the organization. That is, the identified opportunity/project should be one that has a significant impact upon the organization's strategic effectiveness and/or operational efficiency.
- (b) It must be broad enough in scope to allow for demonstration of the student's ability to integrate and apply the range of knowledge and skills gained in course work.

- (C) There must be sufficient literature available to assist the student in framing, defining, and forwarding recommendations including a cost/benefit analysis, relevance for nursing practice and/or improvement of patient outcomes.
- (d) There must be adequate data available to rigorously analyze and craft recommendations based upon such analyses.

PHASE II. PROPOSAL DEVELOPMENT AND APPROVAL

No later than 6 months prior to the anticipated date of graduation the student is expected to prepare and submit a proposal for his/her comprehensive management project. This proposal should not exceed ten double spaced, typewritten pages, and must contain the follow sections:

- description of the site in which the project will take place
- identification of the institutional sponsor who will advise the student in the completion of the project
- precise statement of the opportunity identified and a description of its significance to the organization, including cost/benefit analysis, relevance for nursing practice and/or improvement of patient outcomes.
- specification of topics and problems the project will address and/or answer
- description of a conceptual framework and its relevance for use as a framework for the project
- description of the methodology, including data and literature to be used
- schedule for completion of the project
- description of any problems anticipated in conducting the project

This proposal must be approved by both the institutional sponsor and faculty member before proceeding to the next phase.

PHASE III. PROJECT COMPLETION

In this phase, the student undertakes a literature review and conducts analyses necessary to address the problems/opportunities, answer questions posed, and forward recommendations. Since this is typically the most time consuming and intensive phase of the project, approximately three months should be allowed for its completion. Students are expected to work closely with the institutional sponsor and faculty member during this phase, keeping both informed of progress and any problems that arise. The faculty member is available for consultation and assistance as needed. It is the student's responsibility to maintain contact with his/her faculty member regarding this project.

PHASE IV. REPORT PREPARATION

The report must contain the following sections, labeled as noted:

Executive Summary

This section must not exceed two single spaced pages and summarizes the subject, the questions addressed, the method(s) employed, and key recommendations.

Section 1: Introduction

- description of the institution (and division/department/unit, if appropriate) in which the study was conducted
- formulation of the focus and purpose of the project
- significance to the institution and to nursing practice
- specification of any questions to be answered
- description of a conceptual framework and its relevance for use as a framework for the project
- description of the methodology that will be employed to address the problem or opportunity
- presentation of a project time-line from conception to implementation
- discussion of the cost/benefit analysis associated with project

Section 2: Literature Review

A concise, yet thorough review of the relevant professional and scholarly literature in the area directly related to the identified opportunity. The student is expected to demonstrate his/her grasp of what is known in the area.

Section 3: Analysis

This section presents a rigorous analysis in a way that allows for answering the identified problem/opportunity and provides the basis on which recommendations will be forwarded. The analysis is based upon a thorough review of the applicable literature and other methods appropriate for addressing the identified opportunity as described in the previous section (e.g., interviews, analysis of documents, data analysis). Any limitations of the analysis must be specified.

Section 4: Recommendations

Based upon the literature review and analyses conducted, this section forwards specific recommendations in ways that address the identified opportunity or problem, including cost/benefit factors, relevance for nursing practice and/or improvement in patient outcomes.

Appendices

Appendices should include only those materials necessary to support your analyses.

Bibliography

Citations of all materials and literature employed in the study. Please use most recent APA citation format.

The following guidelines apply to preparation and submission of the study report.

- The report should be of the highest quality in terms of presentation, content and writing style. Refer to research based and evidenced based articles for samples.
- The body of the report must be typed double spaced; the executive summary (not to exceed two single spaced pages).

PHASE V PRESENTATION –

The student will prepare a formal presentation of the project to present to the faculty member and the key individuals selected by the sponsoring organization.

PHASE VI. EVALUATION

Two copies of the completed report must be submitted no later than four weeks prior to the end of the semester in which the student hopes to graduate. The institutional sponsor and faculty advisor will evaluate the completed project (see Evaluation criteria). The faculty member (based on his/her assessment and input provided by the institutional sponsor) will make a determination of whether the completed study fulfills requirement for the degree. Consultation may be sought from other faculty members; however, the evaluation of the faculty member is final. Studies will be judged as either passed or not passed.

If, in the opinion of the faculty member, the project meets standards in most areas, but has minor problems that must be corrected, the report will be returned to the student for modifications. Specific deadlines will be established for completion of this work. Studies that are returned for modifications may delay graduation of the student. In such cases the student will be required to reapply for graduation the following semester.

Should the project have major deficiencies and not meet standards, the student will be allowed to undertake the necessary modifications and submit it for review one additional time. An intent form must be submitted within 2 weeks following notification of not passing the project.

[Approved by faculty: 3/2006]

SAN DIEGO STATE UNIVERSITY
SCHOOL OF NURSING

Consent for Thesis

Student: _____

Red ID: _____

Home Phone: _____

Work Phone: _____

Cell Phone: _____

Email: _____

Concentration (check appropriate program)

Nursing Leadership in Health Care Systems _____

Advanced Practice Nursing of Adults/Elderly (APN) _____

NP-CNS _____

CNS-NE _____

Community Health Nursing (CHN) _____

Nurse Midwife/Women's Health Care NP _____

Nurse Midwife _____

Women's Health Care NP _____

School Nursing _____

Nursing Education _____

Adult _____

Maternal-Newborn _____

Nursing Service Administration _____

Pediatric Nursing _____

I agree to serve as thesis chairperson:

Faculty signature: _____ (Date) _____

Student Services Advisor's signature: _____ (Date) _____

Plan A, Thesis

Guidelines have been developed to assist students preparing for the thesis proposal. These are as follows:

- Discuss your ideas for thesis with other students and faculty.
- Identify potential faculty members to serve on the committee and identify a possible chairperson. The thesis committee is normally composed of three full-time faculty members. One of the members must be from a department outside the school. Under special circumstances, a fourth member can be asked to sit on the committee.
- Make an appointment with the potential chairperson to formally request this person to assume the role of "chair." Once this is finalized, discuss the proposed composition of your committee with the chairperson.
- Approach other potential thesis committee members and seek their participation and consent.
- Send a memo to your chairperson stating the membership of the total committee. Submit the Thesis Committee Form to the Graduate Division (*please note that the Thesis Committee Form is obtained from the Graduate Division, Centennial Hall, room 3320; the Graduate Division enrolls the student in 799A (thesis) after the Thesis Committee Form is returned and approved*)
- It is suggested you prepare a summary of your proposal using an outline to state your ideas. Send a copy to each committee member with a note indicating that you will meet with each person separately to solicit feedback before you begin to write a formal first draft of the proposal.
- Members of the committee will meet with you to discuss the proposal. It is your responsibility to coordinate the meeting date. At that time, the committee will review the formal proposal for acceptance or suggested modifications.
- You will then proceed with rewrites until the proposal is accepted by the committee.
- To initiate approval for research with human subjects, obtain forms from the Committee for the Protection of Human Subjects.
- Submit the appropriate forms to the Committee for the Protection of Human Subjects. After obtaining their approval, you may then proceed with collecting your data.