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INTRODUCTION

This handbook is intended to provide information specifically for undergraduate and RN to BS students in the San Diego State University School of Nursing.

Students are individually responsible for the information contained in the *San Diego State University General Catalog*. Failure to keep informed of changes in the catalog will not exempt students from whatever penalties they may incur.

The San Diego State University Handbook, *Contact*, is another valuable resource for supplementary information specific to the University.

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. Three years later, 1906, four of those students graduated as trained nurses. As the importance of theoretical knowledge became evident, the curriculum was broadened and entrance requirement became more selective.

In 1920, the program was enriched to include all available types of nursing experience. This meant affiliations with other hospitals that afforded the desirable areas of patient care. The Visiting Nurse Affiliation was started in 1937.

In 1951, science courses were provided at San Diego State College for first year nursing students, and in 1953, the School of Nursing was established as a baccalaureate program. The nursing program has maintained continuous National League for Nursing NLN accreditation until 2001 when national accreditation was sought and obtained through CCNE the Commission or Collegiate Nursing Education.

An expanded three-year undergraduate program was introduced in 1977. That year the School also initiated a learning resource laboratory to provide students with opportunities to meet individual learning needs.

In 1979, the School of Nursing assumed the responsibility for the Health Services Credential Program. This program is a State approved post-baccalaureate program to facilitate school nurses achieving the required credential to function in a school nurse position.

In 1982, the School of Nursing was approved to start the Master of Science degree program in three areas of concentration: Critical Care Nursing, Community Health Nursing and Nursing Systems Administration.

In 1994, the Family Nurse Practitioner specialization was approved. Since that time, the Certified Nurse Midwifery (1995) and Advanced Practice Nursing of Adults and the Elderly curricula have been added to the Nurse Practitioner specializations.

ACCREDITATION

San Diego State University School of Nursing is accredited or approved by the Commission on Collegiate Nursing Education and by the California State Board of Registered Nursing, the American College of Nurse Midwives, and the Commission on Teacher Credentialing.

MISSION STATEMENT

The primary mission of the School of Nursing is to provide students with a high quality professional education in nursing. The undergraduate program prepares students for beginning level professional practice. The graduate program in nursing prepares professional nurses for advanced leadership roles. The school nurse credential program prepares professional nurses for the school nurse role.

Nursing is a dynamic and rapidly evolving profession. The faculty is committed to improving nursing worldwide through the education of students and faculty from other countries as well as the United States.

The School of Nursing recognizes its important role in the advancement and dissemination of new knowledge. To this end, the School of Nursing (1) maintains an ongoing involvement in the community of nursing and (2) collaborates with others in the community to provide health care and educational opportunities.

The educational environment in a professional school provides individuals with the opportunity to:

1. Develop their personal and professional competencies
2. Enhance a sense of responsibility and accountability to the client, the community, the profession and
3. Pursue high standards of health care

The programs of the School of Nursing seek to provide a sound educational experience that will develop the students' professional knowledge base for clinical practice, independent critical inquiry, advanced study and research to further the advancement of knowledge and enhancement of clinical practice.

11/8/83

Approved by faculty: 11/17/83

Reviewed and reaffirmed by faculty: 1/21/92

Revised and approved by faculty: 12/15/98; 4/12/05

PHILOSOPHY OF THE UNDERGRADUATE NURSING PROGRAM

The faculty believes that the teaching-learning process is based on a scientific and humanistic approach. This approach fosters students' development of critical thinking as well as promotes an awareness of social and cultural diversity among individuals. The faculty believes that each student is a unique person with special talents, abilities, needs, and goals. We recognize that cultural diversity, varying life experiences, and changing socioeconomic pressures affect each student differently. To this end the faculty endeavors to provide a learning climate that builds on these differences and fosters individual growth. We seek to encourage students to grow into caring professionals who embody the values of altruism, autonomy, human dignity, integrity and social justice. ¹ An environment is created to assist students in achieving their fullest realization of their potential.

We believe that the acquisition of professional knowledge and the development of clinical competence occurs through active involvement of the student in the learning process. Students assume primary responsibility for learning, while faculty provide educational opportunities for professional role development. The transfer of learning from theoretical knowledge to clinical practice is influenced by the learner's readiness, motivation, individual goals, and social support network. Learning is viewed as a lifelong process which is nurtured by the individual learner. We believe that an atmosphere of shared growth and inquiry offers the maximum potential for the development of both the nursing profession and the individual practitioner of nursing.

Nursing is a professional discipline that is responsive to the changing health needs of the individual, family, community and society. Central to the practice of professional nursing is the concept of caring. We subscribe to the definition of caring put forth in *The Essentials of Baccalaureate Education for Professional Nursing*: "...the nurse's empathy for and connection with the patient, as well as the ability to translate these affective characteristics into compassionate, sensitive, appropriate care." (p.8) Nursing is concerned with adaptation of individuals and groups to actual as well as potential health problems, the environments that influence the individual's health and nursing interventions that promote health. Nursing collaborates with other health care professionals and seeks to promote the optimum health of individuals and groups.

We believe that the basic preparation for the practice of professional nursing is the baccalaureate degree in nursing. This academic preparation serves as a foundation for the development of professional knowledge, critical thinking, ethical decision-making, leadership skills, and the independent and collaborative pursuit of high standards of health care. Implicit in the practice of professional nursing is the acceptance of accountability for professional growth and practice,

¹ American Association of Colleges of Nursing. (1998). *The essentials of baccalaureate education for professional nursing practice*. Washington D.C.: Author.

leadership in the client advocate role, and commitment through research to the refinement of the theory and its application. The integration of empirical, ethical, aesthetic, and personal knowledge is a lifelong process leading to the optimal development of both the individual practitioner and the profession of nursing.

The faculty believes that theoretical and clinical competence in nursing can be achieved through a curriculum that is organized around five concepts: person, environment, stress-adaptation, health, and nursing. The uniqueness of the person and the dynamic state of health and society require the professional nurse to interact with the client within a caring relationship in adapting to environmental, physiological, psychological, and sociocultural stressors

Approved by Faculty: 3/11/76

Revised and Approved: 4/23/81; 10/23/81; 4/21/83; 9/2/89; 12/17/91; 12/15/98; 1/19/2005

EXPECTED OUTCOMES FOR THE GRADUATE OF THE BS PROGRAM

1. Applies an integrated liberal educational experience in developing clinical judgment.
2. Uses the nursing process, scientific and contextual knowledge in the delivery of nursing care.
3. Demonstrates the ability to deliver nursing care in a variety of settings among diverse populations.
4. Demonstrates the central professional value of caring by delivering compassionate, appropriate and culturally sensitive care.
5. Consistently uses critical thinking, communication, assessment, and technical skills in the delivery of nursing care.
6. Demonstrates accountability for nursing practice.
7. Incorporates professional values and standards of practice as the foundation for nursing practice.
8. Uses teaching-learning theory appropriately in nursing practice.
9. Incorporates research findings as a foundation for evidence-based practice.
10. Accepts responsibility for professional growth and life-long learning in consonance with the emerging role of the nurse in a changing society.
11. Collaborates with patients and interdisciplinary health care teams to plan, manage, and influence health care, methods, and systems.
12. Demonstrates leadership behaviors within one's scope of practice.
13. Supports agendas that enhance awareness of the social, economic, and political factors that influence health care delivery.

Approved by faculty: May 2005

LEVEL OUTCOMES

Level II Upon completion of the first year the student:	Level III Upon completion of the second year the student:	Level IV Upon completion of the third year the student:
1 Relates liberal educational experiences to core competencies in professional nursing practice	1 Recognizes the application of liberal education experiences into professional nursing practice	1 Applies an integrated liberal educational experience in developing clinical judgment
2 Utilizes selected scientific professional and contextual knowledge in the application of the nursing process.	2. Analyzes selected scientific, professional, contextual knowledge in the application of the nursing process with families and groups	2. Uses the nursing process, scientific, and contextual knowledge in the delivery of nursing care.
3 Understands human diversity as it applies to health and illness	3 Uses knowledge of human diversity in planning care for individuals and families	3 Demonstrates the ability to deliver nursing care in a variety of settings among diverse populations.
4. Begins to demonstrate fundamental nursing care based on the central professional value of caring.	4. Incorporates the central professional value of caring in planning care for individuals and families	4. Demonstrates the central professional value of caring by delivering compassionate, appropriate and culturally sensitive care.
5. Demonstrates critical thinking, communication, assessment, and technical skills in the provision of nursing care.	5. Integrates critical thinking, communication, assessment, and technical skills in the planning of care for individuals and families	5. Consistently uses critical thinking, communication, assessment, and technical skills in the delivery of nursing care
6. Develops an awareness of one's ability to perform as a professional nurse and seek assistance when necessary	6. Demonstrates and accepts responsibility for contributing to one's own learning and critically appraises ability to perform as a professional nurse.	6. Demonstrates accountability for nursing practice
7. Develops an awareness of the professional values of altruism, autonomy, human dignity,	7. Demonstrates in clinical practice professional values, behaviors and standards	7. Incorporates professional values and standards of practice as the foundation for nursing practice.

integrity and social justice as the foundation for professional practice.		
8. Develops an understanding of teaching learning theory in its application to patient care.	8. Incorporates teaching learning theory in the delivery of nursing care to individuals and families.	8. Uses teaching-learning theory appropriately in nursing practice.
9. Develops an awareness of research based knowledge from nursing and the sciences as the foundation for professional nursing practice.	9. Analyzes the relationship of research based knowledge to the delivery of nursing care.	9. Incorporates research as a foundation for evidence-based practice.
10. Develops an awareness of the roles of the professional nurse s provider of care, designer/manager/coordinator of care and member of the profession.	10. Demonstrates an understanding of the present and emerging role responsibilities of the professional nurse.	10. Accepts responsibility for professional growth and life-long learning in consonance with the emerging role of the nurse in a changing society.
10. Recognize the practice of professional nursing requires a commitment to life long learning		
11. Identifies the role of the professional nurse and the various members of the health care team and describe their functions.	11. Participates as a team member in providing health care to patients utilizing the knowledge and principles of interdisciplinary models of health care delivery.	11. Collaborates with patients and interdisciplinary health care teams to plan, manage and influence health care standards, methods, and systems
12. Recognizes the leadership role in the nursing profession	12. Develops beginning leadership skills in clinical settings	12. Demonstrates leadership behaviors within one's scope of practice.
13. Gains awareness of health care resources available within the community	13. Identify social, economic, and political agendas affecting the delivery of health care.	13. Supports agendas that enhance awareness of the social, economic, and political agendas that influence health care delivery.
Approved by faculty June 2005		

CONCEPTUAL FRAMEWORK FOR THE UNDERGRADUATE PROGRAMS OF THE SCHOOL OF NURSING

The School of Nursing bases its curriculum conceptual framework on five concepts: person, environment, stress-adaptation, health, and the nursing process.

Each PERSON is a unique, integrated biopsychosocial and spiritual being. Each individual is responsive to basic human needs and to changes in the environment and is capable of growth and change over the entire life span.

The basic orientation of the School of Nursing to the nature of the person is humanistic, as illustrated by belief in the unique needs, value and adaptive potential for growth and change throughout life inherent in each individual. As an integrated biopsychosocial and spiritual being, each person experiences basic human needs which are unique in his/her expression.

The ENVIRONMENT is a dynamic system composed of social and physical characteristics. The environment influences and is influenced by individuals, families, groups and communities. Factors in the environment include patterns of relationships, organization structures of health care delivery systems and the cultural and physical influences in society as a whole.

The needs of clients in their interaction with the health care delivery system determine the effectiveness of that system. Each person brings to this interaction a unique pattern of being, influenced by heredity, development, lifestyle, culture and experiences. The environment is shaped by these influences as well as the social forces in the society as a whole. The pattern of variables influencing each person's capacity to adapt to the stressors presented, determine the specific point on the health/illness continuum at which the person functions at a given point in time. Change is continual as interaction with the environment occurs; therefore, adaptive capacities to respond to stress must be developed.

STRESS ADAPTATION is a dynamic process of responding to stress evoked by a variety of stressors.

Stress-adaptation is an individual's or system's method of interacting with environmental, physiological, psychological and sociocultural stressors. Exposure to these stressors requires successful adaptation for optimal functioning. Adaptive and maladaptive responses determine an individual's health status and a system's effectiveness.

HEALTH is a dynamic state resulting from the adaptive relationship between the person and the environment.

Health as a dynamic state in the human life cycle is dependent on the capacity of persons to use resources to meet needs and adapt to stressors. Inherent in this definition of health are three major components: the dynamic nature of health, the concept of health as a continuum, and the attainment and maintenance of health.

The dynamic nature of health is established by the attempts of the person to adapt to the shifting patterns of the stressors which influence health status. Resulting changes in health status require health care delivery at preventive, supportive and restorative levels. Preventive health care aims to prevent a potential stressor from influencing the client; supportive care enhances the client's adaptive responses in the presence of existing stressors; restorative care assists in developing new or reestablishing former adaptive responses to enable the client to adapt to residual effects of stressors.

The concept of health is viewed on a continuum. Since the optimal state of health is individually determined and not definable in terms applicable to all people, the continuum allows for consideration of how adaptively the person is functioning in spite of a health stressor. . “The presence of illness does not preclude health, nor does optimal health preclude illness.”² Health in a positive sense is seen as the capacity of the person to maintain a balance through the optimum use of resources in order to achieve maximum potential

The attainment and maintenance of health requires effective resource utilization by the person. This may encompass the use of personal resources and/or resources available in the environment. Nursing interventions are one of these resources. The goal of the nurse is to collaborate with clients to attain healthy adaptation to the myriad of stressors in the environment.

The NURSING PROCESS is a problem-solving inferential process whereby the nurse uses deliberate, critical and systematic analysis of a client's needs to determine nursing interventions. The nursing process includes four components: assessment, planning, implementation, and evaluation.

The practice of professional nursing is evidence based and operationalized through the nursing process. It is through the application of the nursing process that a relationship is established among the practitioner of nursing, the health care delivery system, and the client of nursing (individuals, families, groups, communities and/or societies). This relationship focuses on the health status, needs, and potential of the client. A central goal of nursing is to influence the variables which determine health status in such a way as to assist the client to use adaptive potential to meet these health needs, and promote positive change in health status. For the individual professional nurse, this goal may be accomplished through direct relationship with the client(s) and/or through indirect means such as research or action to improve health care delivery, but the focus remains on the health of the client.

Revised and approved by faculty: 1/19/2005

²American Nurses Association. (2003). Nursing's social policy statement. 2d Ed. Washinton,D.C.: Author.

REQUIREMENTS FOR ADMISSION TO THE SCHOOL OF NURSING

Requirements are listed in the *San Diego State University General Catalog* and are also identified in the School of Nursing brochure available on the Nursing web site and in the School of Nursing office. Students are held to the requirements of the *San Diego State University General Catalog* existing on the date of their admission.

STATEMENT OF RESPONSIBILITY FOR UNDERGRADUATE STUDENTS

At the beginning of this program, each student will be asked to sign a form attesting to the following:

1. I have read the School of Nursing Undergraduate 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 catalog.
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 School of Nursing 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 ADVISING

Academic advising is available with the School of Nursing Undergraduate Adviser. It is recommended that students make an appointment during their first semester of prerequisites. Advising regarding general education requirements is available through the University Advising Center on a walk-in basis.

Students are responsible for meeting the graduation requirements of the University as identified in the *San Diego State University General Catalog*. Students are advised to request an evaluation for graduation with the Evaluations Office early in their career in the School of Nursing so that any

deficiencies might be corrected. Evaluation may be requested after completion of 56 college units.

FINANCIAL AID

Sources of financial aid and scholarship information include:

San Diego State University General Catalog

Financial Aid Office

Scholarship Office

California Nursing Student Association

School of Nursing Adviser

School of Nursing Website

School of Nursing Bulletin Board

STUDENT EMPLOYMENT

Nursing students may want to consider financial aid opportunities due to the increased work load and clinical hours required in the nursing program, making full and part-time employment difficult. **Students who plan to work are advised to check class and clinical schedules and class workload requirements prior to making commitments. Clinical education requirements must take priority. Faculty can not adjust clinical rotations to accommodate student work obligations.**

Student Workers

Student workers are unlicensed and legally cannot be used in any capacity other than nurse aides or extern under the direction and supervision of the registered nurse. **Orientations must be scheduled around clinicals.**

BRN guidelines state that nursing service may be rendered by a student (enrolled in a Board approved school of nursing) when these services are *incidental to the course of study*.

Except as provided in this chapter, it is unlawful for any person to practice or to offer to practice nursing in this state unless such person holds a license in active status.

Any person who violates any of the provisions of this chapter is guilty of a misdemeanor and upon conviction thereof, shall be punished by imprisonment in the county jail for not less than 10 days nor more than one year, or by a fine of not less than twenty dollars nor more than one thousand dollars or by both such fine and imprisonment.

Nursing Practice Act, page 27, Article 5, Section 2799 Penal Provision

N498: Cooperative Education Supervised Practice

(An opportunity for additional clinical practice)

The School of Nursing faculty, in collaboration with San Diego Hospitals, has developed an elective,

N498, (Nurse Extern) Cooperative Education Supervised Practice (2-3 units, CR/NC). This elective is offered fall, spring and summer.

This elective provides students with the opportunity to obtain supervised practice of previously learned knowledge and skills in selected clinical agencies. This course enables students to function on the level at which they have been prepared while serving as paid employees of hospitals. Requirements for application to the program include successful completion of N308 Adult Health Nursing or N300 and the recommendation of a Faculty member.

Students must be concurrently enrolled in a specialty course to be hired in a specialty area, such as Critical Care, Peds or OB.

FOR INFORMATION: SEE THE COOPERATIVE EDUCATION COORDINATOR.

POLICY CONCERNING MATRICULATION WITHIN THE MAJOR

“Nursing is a professional discipline which requires high standards of performance and practice to assure quality patient care. In order to safeguard these standards of practice, students must be held to an evaluation process which involves clinical performance in addition to academic achievement. In this way, the welfare of prospective clients is protected.”

I. Prerequisites

A. Prerequisites for each nursing course are stated in the catalog.

1. The student may not register for any course for which the indicated prerequisites or corequisites have not been completed.
2. **On rare occasions, a course may be taken out of sequence. This may occur only with permission of the School of Nursing Adviser, the Director, and the professor teaching the course. The change needs to be in writing and signed by the School of Nursing Adviser and a copy sent to the Associate Director as well as a copy to be placed in the student record.**

II. Grade Standard

The grading system of the School of Nursing varies with each course and is specified in each course syllabus. A plus/minus system may be utilized, at the discretion of the individual instructor.

1. A minimum of C must be earned in each nursing course in order to enroll in the next sequential course. Clinical is graded on a pass/fail basis. ***Students must also pass the clinical portion of clinical nursing courses in order to continue in the sequence.*** If a student fails the clinical portion of the course, the **entire course must be repeated. If a student passes clinical but fails the class portion, the entire course (clinical/lecture) needs to be repeated.**
2. **Students earning a grade of C- through F in any nursing course may repeat the course one time only.** Readmission to the course will be on a space-available basis.
3. Students may repeat an individual nursing course one time only. A second failure in the same course will result in the student being dropped from the nursing program.
4. Students who receive a C- through F grade in three different nursing courses will be dropped from the nursing program.
5. Students who fail two concurrent nursing courses the first semester of the nursing major will

- not be readmitted to the nursing program. (A grade of U will be considered as an F.)
6. Students who do not complete N202 or N206 with a grade of C or better will be considered for readmission the following semester on space available basis if requested. Students must provide a written request to the School of Nursing office before the deadline to be considered for the following semester. Inquire in the School of Nursing Office or web site for the deadline date. (See space available policy below.)
 7. Faculty will submit the names of all students in their courses achieving a C- through F or an I or U to the Associate Director for the Undergraduate Program.
 8. **Incompletes in N252 and beyond need to be completed before the beginning of the following semester in order to progress in the program.**

RECEIVING AN UNSATISFACTORY GRADE IN A NURSING COURSE

1. Students who receive an unsatisfactory grade in a nursing course are required to:
 - a. Discuss the failure with their instructor
 - b. Meet with the Undergraduate Advisor, or if they are RN-BS students, with the RN to BS Advisor and formulate a plan to maximize their chances for future success.
 - c. Follow the Space Available Policy regarding continuing in the program.

SPACE AVAILABLE POLICY

1. This policy applies to the following students:
 - a. students who have received an unsatisfactory grade in a nursing course:
Unsatisfactory grades include all grades of C minus and below or “Withdraw” with unsatisfactory grades.
 - b. students who have withdrawn from the course, with a passing grade, and are attempting to re-enter.
 - c. students who are on an approved or unapproved leave of absence.
 - d. students who are on approved part time study.
 - e. students who are transferring into the SDSU School of Nursing from other nursing schools.
 - f. non-SDSU School of Nursing students requesting permission to take a single course.
2. Students who want to be considered for space available entry or re-entry **must file a space available form in the School of Nursing office no later than two weeks after the grades are posted.**
3. The Associate Director will notify the Chair of the Program Committee regarding the number of available spaces in each class. One week prior to each semester, during Administration week, the Program Committee will meet and assign students to the available spaces. They will do so based on the following order of priorities:
 - a. Students on an approved leave of absence and students with an approved part time plan of study.
 - b. Students who have withdrawn with a passing grade (C and above, C- is not a passing grade)
 - c. Students who have applied to return to a specific course due to a non-passing grade in

- the course.
- d. Students who are transferring into the SDSU School of Nursing from another nursing program.
 - e. Students who are requesting permission to take a single course through Open University.
4. In addition to the above priorities, the Committee will take into account the student's previous course performance, the reason for their request and the content of their application.
 5. Students who have waited out a semester due to lack of space for a course will have priority over students who have petitioned for the first time for space availability.
 6. Transfer students applying for space availability will be selected by lottery each semester if not all applicants can be accommodated. There will be no roll-over priority for transfer students.
 7. The School of Nursing Advisor will give a list of names of students who have petitioned for space available readmission, and the phone numbers and address at which they may be contacted, to the Chair of the Program Committee and to the office staff. A list will also be given to the Course Coordinators.
 8. The main office will contact those students regarding the status of their application. **Do not register until you are notified of the Committee's decision.** The committee meets during Administration week, which is the week before the start of classes.
 9. ****IMPORTANT**: Students must have current CPR and back ground compliance insurance on file with SON and health record, including immunizations, up to date with Student Health Services to be readmitted and attend clinical.**

PART-TIME STUDY OR LEAVE OF ABSENCE

A part-time program of study or a leave of absence can be arranged on an individual basis. Students who are interested in part-time study or in need of a leave of absence must make an appointment with the SON adviser to develop a plan for their progression through the nursing program. This plan needs to be in writing and signed by the SON Advisor with a copy sent to the Associate Director, as well as a copy to be placed in the student record. Failure to meet with the SON advisor will result in the student being placed last in priority of students applying for space availability

Students taking a leave of absence for more than one semester must demonstrate competency to proceed in their course of study. Competency will be demonstrated by an appropriate technical skills and assessment skills demonstration and medication calculation. In addition, students taking a leave of absence for more two semesters must retake, on a credit/no-credit basis, one of the last clinical courses completed prior to the leave of absence.

All students taking a leave of absence for any reason will be readmitted to their course of study

or a space available basis.

Approved by Faculty June 2005

ADVANCED STANDING POLICY

Philosophy

The School of Nursing faculty believes that any student with previous work in a school or college of nursing and/or clinical experience is eligible to be considered for direct transfer of course credit and/or credit by examination. The principal objective is to provide the advanced standing student with the same knowledge and skills as the generic graduate of the School of Nursing without unnecessary repetition. To assist the student with placement in a program for which he/she is best qualified, students will receive individual counseling to determine transfer units and eligibility to take credit by examination for select nursing courses. All students with previous nursing education should request an appointment with the SON adviser.

TRANSFER STUDENTS FROM OTHER NURSING SCHOOLS

Students are eligible to transfer into the SDSU's nursing program if they meet the following criteria:

1. Have completed 60 or more semester units of transferable baccalaureate-level college work
2. Received admittance acceptance to San Diego State University
3. Have completed all the Preparation for the Major courses and obtained a 2.5 GPA minimum on 4.0 scale.
4. Received at least a B in both Microbiology and Anatomy
5. Has completed equivalent course work required of a first semester nursing student.

Student placement at the appropriate level in the nursing program will depend upon approval of previous nursing courses as substitutions for courses in our program by either the Course Coordinator or the Associate Director for programs. The student must provide the course syllabus from each of the classes that he/she wishes to have approved.

Students transferring into the nursing program are under the same grade standards set by SDSU nursing program. Any nursing course failures received at previous institutions will be transferred into the student's academic history.

Students who transfer in good standing will be under the Space Available Policy for placement during the first semester of attendance in the program. Future articulation in the program will proceed with the same rights as the generic students.

Approved by Faculty June 2005

TRANSFER STUDENTS FROM OTHER NURSING SCHOOLS TAKING COURSES THROUGH OPEN UNIVERSITY

Nursing students taking nursing classes through Open University must apply for space availability.

The form can be found on the nursing website.

Students must show competency in clinical skills before being allowed space in a nursing course. Competency will be demonstrated by an appropriate technical and assessment skills demonstration and medication calculation test. Competency testing will be done only once. You need to find out when the testing will be given from the School of Nursing Advisor.

Students must also have a letter of recommendation from the Dean/Director of the Nursing School they are transferring from and an evaluation from their last clinical instructor in order to be allowed to take courses through our SDSU's program.

International RN's or MD's who have obtained an RN license must also demonstrate competency.

Approved by Faculty January 2007

REGISTERED NURSE - BACHELOR OF SCIENCE, MAJOR IN NURSING PROGRAM

An RN-Bachelor of Science Degree with major in Nursing Option is available for all registered nurses. This program gives credit for previous course work. Interested registered nurses should make an appointment with the School of Nursing Advisor for additional information.

RN-TO-BS OPTION STUDENTS

1. Advising

Weekly advising hours for the RN to BS students are posted in the Nursing Office. Students unable to meet during those hours may send an e-mail message to the Advisor asking for a convenient appointment.

Students interact with the RN to BS Advisor every semester. During the first semester they meet with the Advisor to complete a contract specifying which courses will be taken during which semesters. This contract is also the waiver form for the Evaluations Office that decides when a student qualifies for graduation. Completion of this form is of the utmost importance.

During the remaining semesters, students will receive email messages from the office of the Advisor asking them for their academic plan for the following semester. The School of Nursing, through the Advisor, may make alterations in the order in which you proceed through the curriculum. These alterations are based upon faculty staffing and student census. Every effort will be made to accommodate student requests.

STUDENTS ARE RESPONSIBLE FOR NOTIFYING THE ADVISOR IN WRITING OF CHANGES IN THEIR PLANS. SUCH NOTICE SHOULD BE GIVEN AS SOON AS POSSIBLE.

Students wishing to take a leave of absence from the program need to follow the procedure entitled: "Procedures for Students who are out of Sequence." The completed form is given to the

Advisor.

After admission to the Program, each student has available, **on-line**, an evaluation of coursework from the Academic Advising Office. REVIEW THIS DOCUMENT IMMEDIATELY EACH SEMESTER. DO NOT SET IT ASIDE! These are courses the university is willing to transfer in and also lists those courses you must take to graduate. You need to review it carefully to see if you agree with the evaluation. You may go to campus Academic Advising with your transcripts to discuss recognition of previous course work.

You will receive a final evaluation from the Evaluations Office after you petition for graduation. If the form mentioned above was correct or corrected, the final evaluation should contain no surprises. If you have problems with transfer of credit, notify the School of Nursing Advisor immediately.

2. *SEQUENCE OF COURSES*

Students must **pass** N312 and N500 before moving on to the clinical courses. Any exceptions must be approved by the Advisor and the course coordinators.

3. *UNIVERSAL PRECAUTIONS/BLOOD PATHOGENS*

All students must have appropriate instruction in universal precautions/blood pathogens. Students who have not received this instruction in the N206 course **must view the appropriate videotapes in the School of Nursing Media Lab.**

4. *MALPRACTICE INSURANCE*

Individual malpractice insurance in the maximum amounts available for students (currently this is \$1 million/\$3 million). Such insurance must be in effect during all clinical courses. The CSU provides this insurance through fees tuition and paid by your when your register fees.

5. *CPR CERTIFICATION*

All students are required to have current CPR-certification as a health professional by the American Heart Association or the American Red Cross throughout enrollment in the School of Nursing.

6. *VACCINATIONS*

All students are required to have up-to-date vaccination protection or demonstrate immunity through titers as specified in this handbook.

30 UNIT OPTION FOR L.V.N.s

(Eligibility for Entrance to R.N. License Examination)

Option open to L.V.N.'s for eligibility to the R.N. license examination prior to Fall 2009. This option has no relation to degree requirements and degree completion.

Course Requirements

Bio 210	Fundamentals of Microbiology	4 U
Bio 261	Human Physiology	4 U
Nurs 254	Nurse-Client Relationships Cultural and Mental Health Concepts	3 U
Nurs 308*	Adult Health Nursing	6 U
Nurs 314	Gerontological Nursing	3 U
Nurs 416*	Psychiatric- Mental Health Nursing	5 U
Nurs 304	Pharmacology	3 U
Nurs 460	Professional Development	2 U

Total 30 U

*Includes management/evaluation of patient care.

*Some of these courses are being eliminated and will be replaced by new courses as the SON phases in curricular changes during 2008 and 2009. LVN's should see the SON advisor for specifics that might affect course plans.

Students should request consultation with the Undergraduate Advisor regarding problems of license by endorsement with other states, if the R.N. license examination is taken prior to degree completion, and the greater flexibility in using the Advanced Standing Policy with academic credit-by-examination.

STUDENT AWARDS

During the Honors Convocation Scheduled in association with pinning in December and May, the San Diego State University School of Nursing grants awards to graduating students who have distinguished themselves. These awards are given to both the December and the May graduates from that academic year. Below are listed the categories of the awards and their criteria.

School of Nursing Awards

1. Dr. Nancy Sweeney Outstanding Student Award - outstanding academic, personal and professional development.
2. Overall Academic Achievement Award - highest overall GPA.
3. Academic Achievement in Nursing Award (non-military) - highest nursing GPA

4. Academic Achievement in Nursing Award presented by Military ROTC – Outstanding Leadership Award
5. Outstanding Student Award presented by Gamma Gamma Honor Society - Gamma, Gamma member with highest GPA
6. Clinical Achievement Award - highest grades in clinical practice
7. Personal & Professional Development Award- outstanding personal and professional achievement during their years at SON
8. Outstanding Student Award- involvement with student and community activities
9. Nursing Alumni Association Award for Excellence- Outstanding personal and Professional achievement during their years at the school of nursing

California Nursing Student Association Awards

1. Dr. Patricia Wahl Nurse Scholar Award
2. Dr. Jane Rapps Professional Nurse Award
3. Dr. Betty Broom Family Health Promotion Award
4. Dr. Lorraine Freitas Political Activism Award
5. Dr. Myrna Moffett Patient Advocacy Award
 - Demonstrates leadership in student activities by holding office for more than one year in CNSA, Grassroots Council, and/or other student organizations.
 - Is recognized by peers as their representative in school matters.
 - Is actively involved in CNSA.
 - Is actively involved in School committee(s).
 - Organizes pre-professional programs for student colleagues.
 - Participates in the student publication, Vital Signs.

SEXUAL HARASSMENT AND DISCRIMINATION

San Diego State University endorses the principle that its students, faculty and staff have a right to be free from discrimination in the form of sexual harassment by any member of the academic community. The university has established a system for dealing with instances of sexual harassment.

The following examples of specific behaviors may assist in establishing what constitutes sexual harassment at San Diego State University:

- X A teacher offers you a better grade, extra help, or an academic opportunity in return for your sexual attention or threatens action against you for refusal;
- X A person supervising your campus job, academic, or off-campus field placement makes repeated sexual comments that interfere with your work or learning experiences;
- X An advisor or counselor asks questions of a sexual nature inappropriate to the topic at hand that offend you or make you uncomfortable.

Students encountering sexual harassment should consult the *Sexual Harassment and*

Discrimination booklet available at the library, the Aztec Center information desk, and the information desk in the library.

STUDENT DISCIPLINE

The School of Nursing follows the University policy on academic dishonesty/student discipline as identified in the *San Diego State University General Catalog* which states that any student may be expelled, suspended, placed on probation, or given a lesser sanction for several campus related causes. (Such sanction shall include cheating or plagiarism) in connection with an academic program at a campus. The above policy applies to both on-campus and off-campus activities. It includes such off-campus activities as falsifying clinical records or public documents. Cheating, plagiarism, and disruptive behavior have been defined as follows:

1. Cheating is defined as the act of obtaining or attempting to obtain credit for academic work by the use of any dishonest, deceptive, or fraudulent means. Examples of cheating include, but are not limited to: copying, in part or whole, from another's test or other examination; obtaining copies of a test, an examination, or other course material without the permission of the instructor; using notes, cheat sheets, or other devices considered inappropriate under the prescribed testing condition; collaborating with another or others in work to be presented, contrary to the stated rules of the course; altering or interfering with the grading procedures; plagiarizing, as defined; and knowingly and intentionally assisting another student in any of the above.
2. Plagiarism is formal work publicly misrepresented as original; it is any activity wherein one person knowingly, directly, and for lucre, status, recognition, or any public gain resorts to the published or unpublished work of another in order to represent it as one's own. Work shall be deemed plagiarism: (1) when prior work of another has been demonstrated as the accessible source; (2) when substantial or material parts of the source have been literally or evasively appropriated (substance denoting quantity; matter denoting qualitative format or style); and (3) when groups work is represented as an individual's ideas; (4) when the work lacks sufficient or unequivocal citation so as to indicate or imply that the work was neither a copy nor an imitation. This definition comprises oral, written, and crafted pieces. In short, if one purports to present an original piece but copies ideas word for word or by paraphrase, those ideas should be duly noted.
3. Disruptive behavior is defined as an act of a student which interferes with the faculty member's teaching and/or other students' ability to pay attention to what the faculty member is teaching.

For further information regarding student discipline refer to the *San Diego State University General Catalog*.

The School of Nursing as a professional program feels a strong commitment to encouraging ethical behavior on the part of all practitioners graduating from its program. A student who violates the Professional Code of Ethics may be failed in a course, be excluded from repeating a course, and/or denied recommendation for graduation.

ALCOHOLISM, DRUG ABUSE, AND EMOTIONAL ILLNESS

The San Diego State University School of Nursing and the California Board of Registered Nursing recognizes:

- a) That these are diseases and should be treated as such;
- b) That personal and health problems involving these diseases can affect one's academic and clinical performance and that the impaired nursing student is a danger to self and a grave danger to the patients in her or his care;
- c) That nursing students who develop these diseases can be helped to recover;
- d) That it is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness;
- e) That confidential handling of the diagnosis and treatment of these diseases is essential.

Improper student conduct can result in unsafe patient care. The instructor has unquestioned authority to take immediate corrective action in the clinical area with regard to student conduct and performance.

The California State Board of Registered Nursing emphasizes the importance of students seeking voluntary assistance for these conditions. If left unattended, these conditions may lead to disciplinary action, and can prevent students from being licensed to practice nursing in the State of California. Students seeking help are encouraged to contact "Nurse to Nurse" - the San Diego Support Group for Chemically Dependent Nurses (619) 692-1215.

ANA PROFESSIONAL CODE OF ETHICS FOR NURSES

The Code for Nurses is based on belief about the nature of individuals, nursing, health and society. Recipients and providers of nursing services are viewed as individuals and groups who possess basic rights and responsibilities, and whose values and circumstances command respect at all times. Nursing encompasses the promotion and restoration of health, prevention of illness, and the alleviation of suffering. The statements of the code and their interpretation provide guidance for conduct and relationships in carrying out nursing responsibilities consistent with the ethical obligations of the profession and quality in nursing care.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social and economic status, personal attributes, or the nature of health problems.
2. The nurse primary commitment is to the patient, whether an individual, family group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patients.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving health care environments

and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

American Nurses Association 2001 Code of Ethics for Nurses

PROTECTION OF THE DIGNITY/CONFIDENTIALITY OF CLIENTS

Professional judgment entails distinguishing between client treatment needs and student learning needs. In each course students are expected to be aware of their responsibility to protect the dignity and well-being of the client. Students must not violate the rights of the client in order to complete an assignment. Students must also be aware of their responsibility to maintain confidentiality regarding patient information.

Students need to complete and maintain compliance regulations required by the School of Nursing and its affiliating agencies.

CHANGE OF NAME, ADDRESS, E-MAIL ADDRESS OR PHONE NUMBER

Students who have a change of name, address, e-mail address or phone number must notify both, the School of Nursing Office **and** University office of Admissions and Records.

PRIVACY RIGHTS OF STUDENTS

The School of Nursing follows the University policy, as identified in the *San Diego State University General Catalog*, regarding privacy rights of students concerning records maintained by the campus. In addition, the School of Nursing has adopted the following policy to guide a faculty member passing information about a student to another faculty member.

In the event that a professor recognizes that an individual student has performed well enough to pass a course but evidences remaining difficulty in a certain area, the professor may, within certain constraints, forward this information in written form to appropriate professors in the next semester's courses. The constraints are as follows:

1. Shared information shall be only between professors with legitimate educational interest in the student.
2. The act of sharing this information shall clearly be done in the best interest of the student, the School of Nursing, and the community.
3. Shared information must (a) address the specific area(s) needing improvement, (b) be written in the student's course evaluation, and the student must be informed that the evaluation will be shared directly with another faculty person.

CHANNEL OF COMMUNICATION/STUDENT GRIEVANCE

1. Students needing to resolve a problem within a course need to follow these steps:
 - A. Discuss problem with instructor, if not resolved, then
 - B. Make an appointment with the Course Coordinator: If still not resolved, then
 - C. Make an appointment with the Advisor for academic problems, or the Associate Director of the SON for problems concerning faculty. If possible is still not resolved
 - D. Make an appointment with the Director
 - E. Make an appointment with the Assistant Dean for Student Affairs, College of Health and Human Services.
 - F. The final step for resolution is to see the Ombudsman who can advise the student regarding procedure to follow for student grievance against members of the faculty.
2. Students needing to resolve other than course problems need to provide written documentation of the problem, and meet with the Director of the School of Nursing. A written copy of the grievance will be kept on file in the student record.
3. A Grievance Tracking Form needs to be obtained from the nursing office. This form will contain a place to indicate the nature of the grievance, the student's name and date, signature of person(s) student met with, and whether or not grievance was resolved.

Collective issues and concerns of both students and faculty can be channeled through the School of Nursing Program Committee. Student-faculty meetings may be held to address areas of interest or concern brought up by students and/or faculty. The primary objectives of these meetings are to increase communication within the nursing school and explore, discuss, and resolve collective issues. Issues should be brought to the Program Committee student representatives or to the Program Committee chairperson.

CLINICALS

Liability Insurance

Students are required to have professional liability insurance provided through SDSU Tuition fees. The School of Nursing will verify current insurance coverage at the beginning of each semester.

CLINICAL EXPERIENCE AND BACKGROUND INVESTIGATIONS

In today's climate most hospitals in our area require background screening on all individuals providing care to patients. A background check and drug screen is required of all students upon admission. This check will be repeated for any student who has not been enrolled in a nursing course for more than one semester. You will be responsible for the cost of the background check. You must be willing to participate in any investigation and give permission for the results to be provided to the affiliating clinical agencies and or the School of Nursing when requested. If at any time you fail the screening, you will be removed from the clinical situation and may not be eligible for placement in another hospital institution for the remainder of the academic semester. The

Program Committee will review your case to determine whether you are eligible to continue the nursing program and, if so, the timeline for returning to the clinical area. Failing a screening may be grounds for disqualification from the undergraduate nursing program.

Approved by faculty – June 2005

CLINICAL SCHEDULES

Clinical lab sessions will be scheduled according to facility availability and may include both day and/or evening shifts week days and weekends. See the University's *Class Schedule and Student Information Handbook* for lab times.

CLINICAL ATTIRE AND HYGIENE GUIDELINES FOR ALL STUDENTS

Basic Uniform

- Navy blue scrub set and scrub jacket with embroidered *SDSU School of Nursing* above breast pocket of shirt. This uniform consists of a drawstring waist unisex pants a three pocket v-neck shirt, scrub jacket and white lab coat. It is to be purchased through DOVE.
- Picture identification badge with name that meets the guidelines of AB 1439, which amended Chapter 1 of Division 2 of the Business and Professional Code of the State of California. Some facilities require both student and facility badges, or may allow either student or facility.
- Clean uniform or lab coat over street clothes of knee length or longer. No jeans or visible midriffs.

Uniform Options

- No low necklines
- Undergarments cannot be visible through or under the uniform.
- Long-sleeved navy blue cover jacket embroidered with *SDSU School of Nursing*. This jacket is to be purchased through DOVE Apparel.

Pre-clinical Uniform

- Unless otherwise instructed, the navy blue uniform cover jacket or a white lab coat must be worn over clean professional conservative street clothes to the assigned agency when performing pre-clinical work such as selecting your patient the day before clinical. Your picture ID badge must be visible. Shoes with open toes are not allowed, and clogs must have a heel strap. Blue jeans, hip-huggers or low pants are not acceptable.

Community Health and Psychiatric Clinical Experiences

- Street clothes attire as described in the course syllabus or defined by your clinical instructor.

Shoes

- Clean, low-heeled shoes with closed toes. Clogs must have a strap around the heels. No sandals or flip-flops.

Hosiery and Socks

- Hose is to be neutral in color.
- Socks are to be white or neutral.

Jewelry

- Only wedding or simple rings and limited to one per hand
- No piercings or jewelry/hardware may be evident other than one small stud earring per

ear.

Body Piercings

- No visible body or tongue piercing allowed except for pierced ears.
- Maximum number of earrings per ear is two; no dangling or large earrings allowed.

Tattoos

- Must be covered at all times.

Personal Hygiene and Habits

- Bathing: daily.
- Hair color must fall within natural occurring shades, be neat, and if long, secured back. Facial hair must be neatly trimmed.
- Mustaches, sideburns, beards: clean and neatly trimmed; no stubble.
- Fingernails must be cleaned and trimmed short. Light or clear polish without chips is acceptable. No artificial or acrylic nails or components thereof are permitted.
- Nail jewelry and appliqués are not permitted.
- Make up is to be worn in moderation.
- No gum chewing.
- No smelling like smoke.
- No perfume or scented lotions.

Any student considered unprofessional in appearance will be asked to leave the clinical setting. This will result in an unexcused absence and will affect the student's clinical evaluation. The school uniform is required except as allowed by the facility, e.g., in a Leadership/Management rotation.

WORKERS COMPENSATION

1. Students need to be covered by workers compensation. Each semester a list of students' names with beginning and ending dates for clinical experience will be obtained for each clinical group. These lists are to be submitted by the faculty to the School of Nursing Office. The lists will then be forwarded to the SDSU Contracts Office.
2. In the event of an incident, the student must complete a workers compensation form located on School of Nursing Website <http://nursing.sdsu.edu/injuries.php> (Form 3067). This needs to be done within 24 hours. The agency contract identifies what kind of treatment that they will provide for students.

CPR CERTIFICATION

Current American Heart Association "Healthcare Provider" or American Red Cross "Professional Rescuer" CPR certification is required for all nursing students. Certification must be obtained prior to entry into first semester sophomore classes (N202, N206), and must be maintained while enrolled in the nursing program.

CPR instruction and certification is available in the community through classes sponsored by the

American Heart Association and American Red Cross. Only the “C” course which includes two rescuer content will be accepted.

Students will assume responsibility for obtaining and maintaining their own CPR certification. School of Nursing will verify current certification at the beginning of each semester. A student without current certification in CPR may not continue in clinical nursing courses.

Clinical Facilities

San Diego State University students visit a variety of facilities for clinical lab experiences. Clinical opportunities are limited and students cannot always be assigned to the clinical facility of their choice. Confer with course instructors or class schedule for each semester’s clinical locations.

Transportation to Clinical Facilities

Students are responsible for their own transportation to the clinical areas and within the clinical area in community health. Car-pooling is encouraged, especially when using facilities with limited parking, such as University Hospital and Mercy Hospital. Each student in Community Health Nursing, N414, must have a car to use during the laboratory experience.

Preparation for Clinical Labs

Some clinical courses require students to go to the facility prior to the lab time to get assignments and prepare for the coming lab day. This preparation trip and time should be considered in making semester plans.

MEDIA LAB - SCHOOL OF NURSING (HT-70)

The Media Lab is a facility where computers, audiovisual materials, diagnostic equipment, reference books, and course readings are available to nursing students. Required readings, computer software, and videotape viewing for various classes are available in the Media Lab. It is possible for nursing students to check out certain equipment or materials from the Media Lab with a University I.D. Card. (Other materials are to be used only in the lab.) Guidelines for student use of the Media Lab and forms for application to check out materials are available in HT-70. The hours that the Media lab will be open are posted at the beginning of the semester.

LOVE LIBRARY

The Science Department on the fifth floor contains the journals and reference section related to nursing. The Reserve Book Room on the first floor has books on reserve which may be checked out for a period of two hours. Tours of the Library and term paper clinics are available at different times during the semester.

The nursing reference librarian, whose office is located on the fifth floor, welcomes any questions from students related to locating specific information.

STUDENT HEALTH

I. PURPOSE: The following health policy is instituted for the purpose of protecting the health of those students and clients in the clinical setting.

A. Health Assessment

1. **Upon entrance to the School of Nursing, the applicant is required to complete the SDSU Medical History Form and mail directly to San Diego State University Student Health Services. The report will be filed in the student's file after being reviewed (based on established criteria) to determine if there are any physical conditions that would limit the applicant's ability to function in nursing. If questions arise regarding a student's physical condition, he/she will be requested to undergo further health assessment.**
2. All students will be required to have a physical examination upon admission to the School of Nursing or bring proof of having had one within 1 year of admittance.
3. It is recommended that a Pap smear for female students be included in the physical examination if advised by their health care provider.
4. In the event of a needle stick accident while doing clinicals, the student will be treated according to protocol of that facility where the incident occurred. In the event of other injury or exposure to an infectious disease, acute treatment will take place at the clinical facility. The student will then be referred to Sharp Rees Stealy Workers Compensation for further treatment if necessary.

B. 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) 594-7339, FAX (619) 594-7469. Please identify yourself as a Nursing student.**

1. Required Immunizations

- a. **Diphtheria, Pertussis and Tetanus Vaccine (DPT).** All students must have:
 - (1) The childhood series of DPT - **OR** -
 - (2) If student has no documented evidence of childhood vaccinations, an adult Td (Tetanus and Diphtheria) series must be started.
- b. **Measles, Mumps and Rubella Vaccine (MMR).** All students must have:
 - (1) Documented proof of 2 measles, 1 rubella and 1 mumps vaccination after the age of 12 months given after 1968.
 - (2) All students are required to have blood tests to show evidence of immunity to rubella, varicella and Hep B.
 - (3) Pregnant students must have antibody titers obtained; however, they are exempt from immunizations during pregnancy.
 - (4) Family planning to prevent pregnancy is strongly encouraged for three months before and after immunization. If pregnancy is a possibility, the student is advised to have pregnancy testing before immunization.
 - (5) Immunizations may be obtained from San Diego State University Student Health Services, San Diego Health Department or a private physician.
- c. **Polio.** All students must have:
 - (1) Documented evidence of polio immunization - **OR** -
 - (2) Immunization with inactive polio vaccine (IPV) if they have not been previously immunized.

- d. **Hepatitis B vaccine (Hep B).** All students must have:
 - (1) The first vaccine of the series of three is required upon admission to the School of Nursing. The second dose is to be administered no earlier than 1 month after the first dose. The third dose should be separated by no less than four months after the first dose. The series must be followed by a Hepatitis B titer, which must be done no sooner than 30 days after the third vaccine. **If the titer is negative (less than 10), a second series and titer are required.**

2. **Recommended Immunizations.**

- a. **Influenza (fall only).** This is only a recommended immunization and is free to students.

C. TB Testing

1. Upon admission to the School of Nursing, all students are required to be examined for tuberculosis. Any student with an unknown, past negative, or undocumented past positive skin test history must have a Mantoux skin test with the reading recorded in millimeters. Thereafter, students demonstrating a negative Mantoux test must be retested annually.
2. If a student has a positive Mantoux, a baseline chest x-ray is required. If the chest x-ray is negative, the student should be evaluated for chemoprophylaxis. If the x-ray is positive, the student needs to follow the current San Diego County Public Health Department policy for follow up. A health clearance form is needed from either the student's health care provider or the San Diego County Health Department to continue in the clinical area. Further x-rays are not required in either of the above cases unless the student develops symptomatology indicative of tuberculosis. A personal review of the individual's health status and symptom review is needed on a yearly basis. (TB Symptom Review submitted to Nurse clinic at SDSU Student Health Services).
3. The TB testing and follow up results must be documented and submitted to SDSU Student Health Services to be included in the student's health record.

II. General Statements on Infectious Diseases

- A. Students are to follow guidelines from the Centers for Disease Control and Prevention (CDC) to treat ALL clients as "potentially infective" and requiring blood and body fluid precautions. (See CENTERS FOR DISEASE CONTROL GUIDELINES FOR STANDARD PRECAUTIONS (TIER ONE) and TRANSMISSION CATEGORIES (TIER TWO). CDC website: www.cdc.gov).
- B. Education on how to implement these precautions will be provided prior to beginning client care and will be ongoing throughout the curriculum.
- C. Students are expected to care for clients with all types of diseases.
- D. For any student with an infectious disease, clinical duties and assignments will be adjusted according to potential client exposure to the disease and limitations of the student.
- F. Acquired Immunodeficiency Syndrome
 1. The School of Nursing follows the California State Law, Department of Health Regulations, and The California State University System and San Diego State University

Policy and Guidelines regarding confidentiality and assistance for students with HIV positive antibody tests results, related diseases and AIDS.

2. SDSU Operating Guidelines states, "San Diego State University does not discriminate against persons with AIDS and AIDS-related medical conditions in terms of admission to the University and student status, participation in educational programs and related campus activities, or in decisions involving employment and employee status. The University recognizes that AIDS is a relatively new disease not fully understood by the medical community and therefore will continue to review, on a case-by-case basis, circumstances which might necessitate the special accommodation of persons contracting such diseases, including auxiliary educational assistance, modification of educational requirements, educational leave, work reassignment, employment leave and disability retirement. Such determinations will be made only after appropriate discussion with the person who has the disease, campus officials and representatives of the medical community."
3. Students who test HIV positive or who have AIDS are encouraged to notify their clinical faculty so that special provisions may be made to protect their health from contagious diseases. These students are also encouraged to have regular medical evaluations.
4. Faculty recognizing a student's fear of AIDS exposure while caring for clients clinically will counsel and educate the student or refer the student for counseling and education with a knowledgeable individual.

LATEX ALLERGY POLICY

DEFINITION: latex allergy is an allergic/inflammatory response to one or more of a specific set of allergens related to rubber products or associated chemical proteins. reactions can range from minor rash to anaphylactic shock, which may be life threatening. reactions usually begin as minor and many gradually progress to more severe with subsequent exposure.

SAMPLE LATEX PRODUCTS:

IN HEALTH CARE SETTINGS

- Gloves and Glove Powder
- Catheters, Tourniquets,
- Adhesive Bandage/Tape
- Stethoscope Tubing,
- Anesthesia Equipment,
- Intravenous Tubing/Bags.

IN PERSONAL GOODS, HOMES, PUBLIC

- Clothing or Shoes,
- Balloons, Balls, Toys,
- Condoms or Diaphragms,
- Pacifiers or Disposable Diapers,
- Game Racket Handles,
- Rubber Bands,
- Paint.

LATEX RELATED FOODS WITH CROSS ALLERGENS

- Kiwi, Bananas, Passion Fruit, Peaches, Cherries, Pineapple
- Avocados, Water Chestnuts, Tomatos, Potatos.

PEOPLE MOST SUSCEPTIBLE TO LATEX ALLERGIES:

- Persons who require frequent catheterizations;
- Health care workers;
- Rubber industry workers;
- Those with Asthma, Hayfever, Eczema, or Multiple Allergies;
- Those with many abdominal or bladder surgeries;
- Women (75% of those with latex allergies are women)
- Those with history of anaphylaxis;
- People with food allergies (as above).

LATEX REACTIONS:

- **IRRITATION (Not always a reaction to latex)**
 - o Irritant Contact Dermatitis
- **TYPE IV HYPERSENSITIVITY (DELAYED REACTION UP TO 96 HOURS)**
 - o Allergic contact dermatitis
 - o Chemical allergy
- **TYPE I HYPERSENSITIVITY (IgE MEDIATED RESPONSE)**
 - o Immediate type hypersensitivity
 - o Protein allergy
 - o Urticaria (hives)
 - o Asthma (airway resistance and inflammation in Bronchials)
 - o Anaphylactic (itching, swelling, followed rapidly by wheezing, difficulty breathing, lack of oxygen, and circulatory collapse)

SCHOOL OF NURSING POLICY: A student who suspects or knows that he or she has a latex allergy/sensitivity must report this to all clinical instructors, the School of Nursing Advisor, and student health services. Based on the circumstances, an individualized plan will be devised to

- Validate the allergy with the student's health care provider and
- Make reasonable accommodations to maximize student safety.

Approved by faculty 5/17/2001

CENTER FOR DISEASE CONTROL GUIDELINES FOR UNIVERSAL BLOOD AND BODY FLUID PRECAUTIONS

1. All health-care workers should routinely use appropriate barrier precautions to prevent skin and mucous-membrane exposure when contact with blood or other body fluids of any patient is anticipated. Gloves should be worn for touching blood and body fluids, mucous membranes, or non-intact skin of all patients, for handling items or surfaces soiled with

blood or body fluids, and for performing venipuncture and other vascular access procedures. Gloves should be changed after contact with each patient. Masks and protective eyewear or face shields should be worn during procedures that are likely to generate droplets of blood or other body fluids to prevent exposure of mucous membranes of the mouth, nose, and eyes. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids.

2. Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands should be washed immediately after gloves are removed.
3. All health-care workers should take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices during procedures; when cleaning used instruments; during disposal of used needles; and when handling sharp instruments after procedures. To prevent needle stick injuries, needles are not to be recapped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand. After they are used, disposable syringes and needles, scalpel blades and other sharp items should be placed in puncture-resistant containers for disposal; the puncture-resistant containers should be located as close as practical to the use area. Large-bore reusable needles should be placed in a puncture-resistant container for transport to the reprocessing area.
4. Although saliva has not been implicated in HIV transmission, to minimize the need for emergency mouth-to-mouth resuscitation, mouthpieces, resuscitation bags, or other ventilation devices should be available for use in areas in which the need for resuscitation is predictable.
5. Health-care workers who have exudative lesions or weeping dermatitis should refrain from all direct patient care and from handling patient-care equipment until the condition resolves.
6. Pregnant health-care workers are not known to be at greater risk of contracting HIV infection than health-care workers who are not pregnant; however, if a health-care worker develops HIV infection during pregnancy the infant is at risk of infection resulting from prenatal transmission. Because of this risk, pregnant health-care workers should be especially familiar with and strictly adhere to precautions to minimize the risk of HIV transmission.

For invasive procedures, the above precautions and those below apply.

7. All health-care workers who participate in invasive procedures must routinely use appropriate barrier precautions to prevent skin and mucous-membrane contact with blood and other bodily fluids of all patients. Gloves, eye protection and surgical masks must be worn for all invasive procedures that commonly result in the generation of droplets, splashing of blood, or other body fluids, or the generation of bone chips. Gowns or aprons made of materials that provide an effective barrier should be worn during invasive procedures that are likely to result in the splashing of blood or other body fluids. All

health-care workers who perform or assist in vaginal or cesarean deliveries should wear gloves and gowns when handling the placenta or the infant until blood and amniotic fluid have been removed from the infant's skin and should wear gloves during post-delivery care of the umbilical cord.

8. If a glove is torn or a needle stick or other injury occurs, the glove should be removed and a new glove used as promptly as patient safety permits; the needle or instrument involved in the incident should also be removed from the sterile field.

From _____.1987. Recommendations for prevention of HIV transmission in health-care settings. Morbidity and Mortality Weekly Report, 36 (25), 35-185.
(www.cdc.gov for updates)

STUDENTS WITH LEARNING DISABILITIES

Challenges experienced by nursing students with learning disabilities vary according to the type of learning disability they experience. The following summaries are intended to inform educators and peers about what learning disabilities may include and how they affect nursing students. Information is also provided on resources available to students who would like to be tested for and/or who are diagnosed with a learning disability.

Learning disability is a term that refers to a variety of disorders which affect the way a person processes information. Some common forms of learning disability and their characteristics include:

Dyslexia - reading difficulties, i.e., exams, articles, notes. Misreading may occur particularly with words which are similar in appearance.

Dysgraphia - writing difficulties (physical act of writing), i.e., note-taking, essay exam questions, charting difficulties. Typewritten or word-processed work often results in a superior product versus work composed and written by hand.

Dyscalculia - math related problems including rapid calculation, i.e., head calculations, difficult versus calculator assisted computations which can be performed well. Most individuals with this learning challenge are able to perform simple math well but have difficulty with analytical math involving symbolic logic (algebra, calculus).

Attention deficits - difficulty concentrating for long periods.

Auditory perception - difficulty processing oral information, distinguishing similar sounds, listening and remembering verbal instructions; trouble hearing sounds over background noise; fatigue when trying to listen to lectures; difficulty hearing sounds in correct order.

Language deficits - difficulty articulating words or describing similarities and differences; trouble distinguishing past, present and future verbs tenses.

Diagnosis of learning disabilities can be obtained through testing services at Learning Student Association (Disabled). Testing is arranged when a student makes a request. Testing is not expedited

by a faculty referral but is helpful to disabled services in identifying faculty awareness about learning-challenged students. Testing takes three hours, divided into three one-hour appointments or two one and a half hour sessions. Once testing is completed, a result session will be scheduled. Test results are confidential and allow students to see their cognitive and achievement abilities with emphasis on strengths and weaknesses. Students needing special arrangements for course tests must make arrangements with the Disabilities Office and notify the instructor at least one week in advance to the testing date.

Services available to learning disabled students (depending on their diagnosis) through the Disabled Student Offices include:

- Time and a half for tests
- Tutoring
- Readers and writers for tests
- Taping (books on tape available)

In addition to the aforementioned services, benefits of obtaining test results include: affirmation of intelligence, focus on learning strengths, problem-solving opportunities for learning challenges (color overlays, use of flash cards, bold print transcription of notes), support opportunities when the student knows other students with disabilities.

PREGNANCY

Pregnant women, when providing health care to individuals, families, or communities are at risk to expose the developing fetus to unknown hazards or medical conditions. If you are presently pregnant or become pregnant while a student in the nursing program you are strongly advised to inform your instructor and provide him/her with a medical clearance from your health care provider so that risks within a clinical setting may be avoided. Alterations in clinical scheduling may be possible if indicated.

HEALTH INSURANCE

Students are encouraged to have health insurance. Those without current coverage can inquire at Student Health Services for policy information, or refer to the San Diego State University General Catalog.

STUDENT ORGANIZATIONS

All student organizations must join the S.D.S.U. Associated Students and abide by those regulations.

Class organizations are to be set up and operated by the same regulations. Class members should select an advisor from the School of Nursing faculty and apply for membership in SDSU Associated Students.

Asian American Nursing Student Association

The *Asian American Nursing Student Association* provides its members support on an ongoing basis by providing extra-curricular services that will assist them academically in their nursing education. Such services include: term paper composition, assertiveness classes, English laboratory and tutorial. Membership is open to all interested nursing majors. (Not currently functioning)

California Nursing Student Association

California Nursing Student Association is a professional organization for student nurses-known as CNSA. All students are eligible for membership in this organization which meets bi-monthly. CNSA also publishes a newsletter, Vital Signs, and is responsible for organizing and presenting the orientation for new students each semester. CNSA members elect a faculty advisor from a list of interested faculty. CNSA chapter at San Diego State University is a member of the Regional and State organization and sends delegates to the State and National convention each year. The CNSA bulletin board is across from HT-70.

College Council

This student organization is composed of representatives from student organizations, faculty advisors of student organizations, and the Assistant Dean of Student Affairs of the College of Health and Human Services. Through the Associated Students elections, a member of the council is elected to represent the College at the Associated Students Council. Each department/school within the College (Department of Communicative Disorders, Department of Health Science, School of Nursing, Graduate School of Public Health, graduate and undergraduate Schools of Social work, SPAN Program) has one to two representatives to the Council. Representatives from nursing must be CNSA members and elected to serve on the Council. The meetings are held twice a month.

The purpose of the Council is to promote the interest of the College of Health and Human Services throughout the University, participate in solving common problems in the College of Health and Human Services, articulate procedures for organizing and coordinating student participation, maintain interdisciplinary focus in addressing problems, develop and promote effective representations of interest within the College of Health and Human Services to Associated Student Council, and to develop systems of communication in order to act upon professional and nonprofessional issues affecting the College. The Council also approves uses of student body organization funds through an approved budget for each student organization.

Sigma Theta Tau, Gamma Gamma Chapter

Sigma Theta Tau is an international national honor society of nursing. Gamma Gamma Chapter is sponsored by San Diego State University. The organization is a member of the Association of College Honor Societies and is professional and scholarly rather than social in its purposes.

Sigma Theta Tau's purposes are to: (1) recognize superior achievement, (2) recognize the development of leadership qualities, (3) foster high professional standards, (4) encourage creative work, and (5) strengthen commitment to the ideals and purposes of the profession.

Membership in Sigma Theta Tau is an honor conferred on students in baccalaureate and graduate programs who have demonstrated excellence in their nursing programs. Students who have completed at least one-half of the required nursing component of the baccalaureate curriculum and have a grade point average of at least 3.0 and are in the upper 35% of their class are eligible to apply for induction into the organization. Each year the Eligibility Committee of Gamma Gamma Chapter distributes a letter inviting qualified students to apply for membership.

STUDENT REPRESENTATION

As a nursing student, one can participate in standing and advisory committees. The only standing

committee currently is the Program Committee. Students from two different levels are preferred. The committee has two positions for students, to be elected by the student body. As a member of any committee, one is to attend all scheduled meetings, and to take part in the committee's specific duties.

CNSA class representatives are another means of involvement for nursing students. To be eligible to run for one of these positions one must be a member of CNSA. A representative is elected by each class. Two representatives from the first semester will be elected during the first three weeks of the semester. These class representatives act as liaisons between the students of their semester and CNSA.

The above student representative positions are all means of communication among students and between students and faculty members. Routes of individual communication are also available.

FACULTY OFFICE HOURS

Each faculty member is required to set office hours at which time he or she will be available to students. These hours can be found in the School of Nursing Office or posted outside the faculty members' offices. Appointments can be arranged between the faculty member and the student for those who are unable to come at the scheduled times. Faculty mailboxes, located in the School of Nursing Office, are another means of communication.

STATE BOARD EXAMINATIONS

Registered Nurse (R.N.) Exam information and applications are available on line at www.rn.ca.gov. The Individual Candidate roster form can be obtained in the School of Nursing Office.

BOARD OF REGISTERED NURSING LICENSURE DENIAL

Policy Statement of Denial of Licensure

The law provides for denial of licensure for crimes or acts which are substantially related to nursing qualifications, functions, or duties. A crime or act meets this criterion if, to a substantial degree, it evidences present or potential unfitness to perform nursing functions in a manner consistent with the public health, safety, or welfare (California Administrative Code, Section 1444).

The Board may deny licensure on the basis of:

- Conviction of a crime substantially related to the practice of nursing.
- Any act involving dishonesty, fraud, or deceit with intent to substantially benefit self or another or to substantially injure another.
- Any act which is grounds for revocation of a license.
- Making a false statement on the application for license.
- Breach of examination security.

Revised 1/2008

SDSU SCHOOL OF NURSING AWARDS BALLOT

(Please vote for one person in each of the following categories by circling your choice)

DR. NANCY SWEENEY OUTSTANDING STUDENT AWARD

Criteria: High Academic achievement, excellent clinician, and active community involvement

Nominees:

Write In Vote: _____

ARMY ROTC LEADERSHIP AWARD

Criteria: Served effectively in formal leadership or showed signs of effective leadership in groups, and is influential among peers

Nominees:

Write In Vote: _____

PERSONAL & PROFESSIONAL DEVELOPMENT AWARD

Criteria: Ability to overcome adversity, high academic achievement, and strong professional ethics

Nominees:

Write In Vote: _____

CLINICAL ACHIEVEMENT AWARD

Criteria: Outstanding clinical practice – a person you would let care for your loved ones

Nominees:

1.

Write In Vote: _____