San Jose State University

NURS 33/ NURS 124

Handbook for Nursing Students
at San Jose State University’s
The Valley Foundation School of Nursing

2015-2016

Dr. Sue Malloy, Undergraduate Coordinator
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>History of the Nursing Programs at San Jose State University</td>
<td>1</td>
</tr>
<tr>
<td>Organization of the School of Nursing</td>
<td>2</td>
</tr>
<tr>
<td>Philosophy, Mission Statement, Conceptual Framework, and</td>
<td></td>
</tr>
<tr>
<td>Purposes of the Baccalaureate Program</td>
<td>3</td>
</tr>
<tr>
<td>Figure 1 – Organizational Chart</td>
<td>4</td>
</tr>
<tr>
<td>Philosophy of the School of Nursing</td>
<td>4</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>5</td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>5</td>
</tr>
<tr>
<td>Purposes of the Baccalaureate Program</td>
<td>6</td>
</tr>
<tr>
<td>Description of the Baccalaureate Program</td>
<td>6</td>
</tr>
<tr>
<td>Organization of the Program</td>
<td>6</td>
</tr>
<tr>
<td>Nursing Courses</td>
<td>6</td>
</tr>
<tr>
<td>Table 1 – Outline of Nursing Courses and Sequence of Nursing Courses</td>
<td>7</td>
</tr>
<tr>
<td>Part-Time Option</td>
<td>8</td>
</tr>
<tr>
<td>LVN 30-Unit Option</td>
<td>9</td>
</tr>
<tr>
<td>Other Certificate/License Options</td>
<td>9</td>
</tr>
<tr>
<td>Focus of Each Semester</td>
<td>9</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>10</td>
</tr>
<tr>
<td>Progression, Retention and Dismissal</td>
<td>10</td>
</tr>
<tr>
<td>Health and Documentation Requirements</td>
<td>12</td>
</tr>
<tr>
<td>Prepared Childbirth Education Classes</td>
<td>12</td>
</tr>
<tr>
<td>Guidelines for Clinical Attire</td>
<td>12</td>
</tr>
<tr>
<td>Grievance/Problem Solving Procedures</td>
<td>12</td>
</tr>
<tr>
<td>Change of Major</td>
<td>12</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>12</td>
</tr>
<tr>
<td>Major Form</td>
<td>12</td>
</tr>
<tr>
<td>Evaluation of Teaching and Program Effectiveness</td>
<td>12</td>
</tr>
<tr>
<td>Procedures for Use of School of Nursing Office</td>
<td>13</td>
</tr>
<tr>
<td>California Nursing Students’ Association</td>
<td>14</td>
</tr>
<tr>
<td>Semester Representatives</td>
<td>14</td>
</tr>
<tr>
<td>Student-Visitor Accident Report</td>
<td>14</td>
</tr>
<tr>
<td>Academic Advisement</td>
<td>14</td>
</tr>
<tr>
<td>Advanced Placement</td>
<td>14</td>
</tr>
<tr>
<td>Contact Hours for RN and LVN License Renewal</td>
<td>14</td>
</tr>
<tr>
<td>Non-Academic Advising or Counseling and Career Counseling Center</td>
<td>15</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS (continued)

Learning Resources .................................................................................................................. 15
  Nursing Skills Laboratory ........................................................................................................ 15
  Instructional Resource Center ............................................................................................... 15
Honor Societies ......................................................................................................................... 16
Commencement .......................................................................................................................... 16
RN License Examination .......................................................................................................... 16
  Reporting Prior Convictions or Discipline Against License .................................................. 17
University Resources .............................................................................................................. 17
  Equal Opportunity Program .................................................................................................. 17
  Scholarships and Financial Aid ............................................................................................... 17
Support Groups ........................................................................................................................ 18
University Police ...................................................................................................................... 18
Students’ Safety ......................................................................................................................... 19

Appendixes

A. Program Outcomes and Semester Level Outcomes ............................................................... 21
B. Student Progression and Disqualification Policies ................................................................. 27
C. General Information on 30-Unit Option ............................................................................... 36
D. Permission to Post Quiz and Test Grades ............................................................................ 39
E. Academic Integrity Policy .................................................................................................... 41
F. Policy for Safe Practice in Clinical Settings ........................................................................ 47
G. Health, Immunization and Documentation Requirements
  Drug Testing & Background Checks ....................................................................................... 53
H. Clinical Documentation Form ............................................................................................... 69
I. Guidelines for Dealing with AIDS ......................................................................................... 72
J. Childbirth Preparation Classes ............................................................................................. 76
K. Clinical Attire Standards ...................................................................................................... 78
L. Conflict Resolution Procedure ............................................................................................. 82
M. Petition Process and Form .................................................................................................. 85
N. Major Forms and Instructions ............................................................................................... 87
O. California Nursing Students’ Association Bylaws ................................................................. 93
P. Student Semester Representatives Guidelines ....................................................................... 99
Q. Student and Visitor Accident Report .................................................................................. 100
R. Advanced Placement for Registered Nurses ....................................................................... 102
S. Simulation Laboratory Experience ....................................................................................... 103
T. Student Malpractice Insurance Information .......................................................................... 105
U. B.S. Program ATI/HESI Competency Exam Process ......................................................... 107
V. Student Financial Aid Information ....................................................................................... 108
W. Program of Study ................................................................................................................ 114
X. Privacy Rights of Students in Education Records ............................................................... 117
Y. Mission Statement ................................................................................................................. 119
Z. Calif. Board of Registered Nursing Background and Enforcement .................................. 121
AA. Contract for Social Media Conduct .................................................................................. 123
BB. BRN Guidelines for Concurrency of Courses for BSN Program ..................................... 125
CC. Near Miss/Error Policy and Forms .................................................................................. 127
DD. Faculty Notice of Student’s Unsatisfactory Performance ................................................ 134
EE. Student HIPPA Disclosure Form ....................................................................................... 136

Footer: HANDBOOK FOR NURSING STUDENTS -2015/2016
INTRODUCTION

The Valley Foundation School of Nursing offers three programs: a baccalaureate program, a master's program, and as of Fall 2012, a joint-sponsored DNP (Doctor of Nursing Practice) Program, with Fresno State University. This handbook is primarily intended for students in the baccalaureate program and addresses mainly The Valley Foundation School of Nursing's (TVFSON) policies, procedures, and guidelines. This handbook is not intended to replace the San Jose State University Catalog. Additional information about San Jose State University, The Valley Foundation School of Nursing's baccalaureate, graduate and DNP program information is available on the School's web site, www.sjsu.edu/nursing, or at the School's main office, Health Bldg. (HB) 420.

The baccalaureate program prepares men and women for professional nursing practice in a variety of settings and for continuing education and graduate study. B.S. Nursing (BSN) graduates are eligible to take the National Council Licensure Examination (NCLEX-RN) for licensure as a registered nurse (RN) and to apply for California certification as a public health nurse (PHN). The baccalaureate program is also available to registered nurses (RNs), and others with previous nursing preparation wishing to obtain the baccalaureate degree (known as the RN-to-BEN program).

The baccalaureate program has ongoing accreditation by the Commission on Credentialing Nursing Education (CCNE), sponsored through the American Association of Colleges of Nursing, and has program approval through the California State Board of Registered Nursing (California BRN).

HISTORY OF THE NURSING PROGRAMS
AT SAN JOSE STATE UNIVERSITY

San Jose State University located in San Jose, California is the oldest state educational institution in the California State University system. From 1928 to 1952 it functioned as a combination of two colleges under the name and organization of a four-year college. In 1946, under the direction of Dr. J. C. Elder, Dean of the Lower Divisions, four programs were developed for students interested in a career in nursing:

1. A one-year preparatory program for those hospital schools requiring one year of college for admission,
2. A two-year pre-nursing program approved for transfer to the University of California,
3. A three-year program leading to an associate degree and eligibility for the RN licensure exam,
4. A BA degree program for all graduates of RN programs.

In 1952, the Junior College separated from the State College and moved to its own campus. However, the hospital affiliation program continued at the State College at the request of the hospital school directors.

In September 1953, nursing was separated from the Natural Science Department and became an autonomous department in the Division of Science. At that time, approximately 50-60 students registered each year as nursing majors. These were students who were interested in the hospital affiliation program and did not wish to transfer to the University of California. Consequently, with the cooperation of President John T. Wahlquist and Chairman of the Natural Science Area, Dr. Carl D. Duncan, a series of meetings were planned with community representatives to discuss the possibility of developing a collegiate program in nursing at San Jose State University. Community representatives formed an advisory board to assist the college administration in making decisions regarding the future of nursing at the college. A proposal that the hospitals continue their schools but
permit the college to use their clinical facilities for the education of students in the proposed baccalaureate program was agreed upon and was approved in May 1955. The first students were admitted in September 1955. The baccalaureate program with a major in nursing received full accreditation from the National League for Nursing in May 1959. The first class of 18 was graduated in June of the same year. It continues to have ongoing AACN accreditation.

In 1965, a grant was received from the National Institute of Mental Health for the purpose of integrating mental health concepts into the total curriculum. The grant provided faculty and funds for this purpose. In 1968, a grant was received from the Department of Health, Education and Welfare for curriculum improvement and for the purpose of studying the curriculum in the senior year. In 1970, the focus of this grant was changed to provide for a total curriculum study and revision. As a result of this study, the Department of Nursing moved into a two-year upper division integrated holistic nursing curriculum, designed to respond to the changing social and health care needs of the society. This program was implemented in September 1971. In 1968, a proposal for a graduate program in nursing was approved with the first students being admitted that year. A coordinator of the graduate program was appointed in 1969 and, following her appointment, students were admitted to candidacy. In 1970, the Masters program graduated its first students.

On March 25, 1993 the Department of Nursing officially became the “The School of Nursing”. The goal of the School of Nursing is to provide excellence in nursing education through innovation and creativity to serve the needs of diverse communities. In Fall 2010, The Valley Foundation made a $5 million gift commitment to the School of Nursing. In gratitude for this gift and over $3.5 million in past donations, the School of Nursing was re-named “The Valley Foundation School of Nursing”. The gift is being used to invest in an endowment providing long-term support for the nursing school, and to provide current support for state-of-the-art nursing clinical simulation labs. The gift also allows San Jose State to take a prominent role in addressing our nation’s nursing shortage.

Presently, The Valley Foundation School of Nursing, structurally and functionally, is a component of the Division of Health Professions located in the College of Applied Sciences and Arts. A Director who is directly responsible to the Dean of the College of Applied Sciences and Arts in conjunction with the Coordinator for the Division of Health Professions and the Associate Dean for Curriculum administers the School. The Division of Health Professions was organized in 1977-78 through mutual consent of the Department of Nursing, Department of Health Sciences, Department of Occupational Therapy, and the Department of Nutrition and Food Science to allow for closer collaboration among the health related programs and to plan for interdisciplinary courses where feasible. Nursing is the largest program in the Division of Health Professions. Being a member of the Division within the College of Applied Sciences and Arts has strengthened the administrative relationship and representation between The Valley Foundation School of Nursing and the rest of the University and the CSU system. It offers opportunities for consolidation of efforts in the delivery of health care services and education.

ORGANIZATION OF THE VALLEY FOUNDATION SCHOOL OF NURSING

The Director of The Valley Foundation School of Nursing administers the School and the educational programs in collaboration with the faculty through the program coordinators and the various faculty committees. Program operation is facilitated by six coordinators: an Undergraduate Coordinator, who chairs the Student Affairs Committee and oversees student admissions and progression tracking; a Graduate Coordinator, who administers the Graduate Program; a Retention Coordinator, who serves on the Student Affairs Committee; an Advanced Placement Coordinator, who administers the Advanced Placement RN to BSN Program; a Nurse Managed Centers Coordinator, who chairs the Nurse Managed Centers Committee; and a Curriculum Coordinator, who chairs the
PHILOSOPHY, MISSION STATEMENT, CONCEPTUAL FRAMEWORK, AND PURPOSES OF THE BACCALAUREATE PROGRAM

The curriculum designed for nursing majors at San Jose State University reflects the philosophy that a professional nurse needs a liberal background for professional development in nursing. It provides students the means for personal and professional advancement and qualifies them for progression into programs that offer advanced degrees. The Valley Foundation School of Nursing bases its educational philosophy, purposes, and objectives on the mission and goals statements of the California State University system and the College of Applied Sciences and Arts and on current community nursing needs and standards of practice defined in Section 2725 of Article 2 of the Nurse Practice Act. The philosophy, purposes, and objectives reflect consensus agreement of the faculty and serve as a guide to all aspects of curriculum development/revision, implementation, and evaluation.

Philosophy of The Valley Foundation School of Nursing

The philosophy of the faculty of The Valley Foundation School of Nursing evolves from four interrelated concepts: person, environment, health, and nursing. These concepts are interdependent and interactive.

Person. Each person is a biopsychosocial being with intrinsic worth and unique needs. People evolve and develop over the life span in relationship to others within a dynamic and increasingly complex environment. People interact with others in the environment to form support systems, families, and communities. A major factor that influences the growth and development of the person is the learning process, which is multidimensional and lifelong. Also, learning should be enjoyable, exciting and satisfying.

A person's learning is an interactive process fostered by an experiential milieu of inquiry and creativity. Nursing faculty take into consideration the individual differences of students, including their cultural and ethnic backgrounds, learning styles, goals, and support systems.

Environment. The environment includes biological, spiritual, social, cultural, political, economic and institutional factors that influence the existence, development, and health of individuals, families, and communities. People and the environment are in constant interaction, and as a result, growth and learning occur. The environment is dynamic and becomes increasingly complex over the life span.

Health. Health is a dynamic state of being in which the developmental and behavioral potential of the individual, a family, and/or the community needs to be realized. The interaction of the health care system and biopsychosocial factors influences the strengths and limitations that affect health. The balance of these strengths and limitations determines the status on the continuum of health and illness of individuals, families and communities. Each person, family, and community has a right to quality health care and a responsibility to participate in this health care according to each one’s capabilities.

Nursing. Nursing is a dynamic profession occurring in a multicultural environment and is the application of concepts and theories from a unique knowledge and practice base. Nursing also uses and incorporates principles from many other disciplines. Nursing education is a process that formalizes and transmits the theoretical, technical, and interpersonal bases directing nursing behaviors. Nurses collaborate in a therapeutic manner with individuals, families, and communities to promote, maintain, and restore health through diagnosis and treatment of actual and potential health needs and
problems. Nursing care should be holistic in focus and manifested through diverse roles in a variety of settings. Nurses have a responsibility to enhance and assure dignity and health care for all.

The Valley Foundation School of Nursing at San José State University

SCHOOL DIRECTOR

Executive Committee

Center for Nursing
Learning and Clinical Simulation

Advisory Boards
• Community
• Student Council

FACULTY

Faculty Academic Governance Committees
• Student Affairs
• Faculty Affairs
• Personnel
• Nurse Managed Centers
• Professional Development
• Ad Hoc
• Ballot

Program Evaluation and Research

Institute For Nursing Research And Practice

Curriculum Coordinating

Clinical Agencies

Undergraduate Programs:
• BS
• RN to BS
• Student & Faculty Semester Curriculum Committees
  (Semester Levels 1-6)

Graduate Programs:
• MS
• DNP

SON Org Chart.rev_2.19.14.pptx

Rev. 2/19/14
Mission Statement

The School’s mission statement is intended to share the faculty’s commitment to nursing education, to highlight the primary roles of the professional nurse (clinician, leader, and scholar) and to accurately reflect its core values. The mission is to “Provide innovative education in the art and science of professional nursing while empowering our baccalaureate and masters graduates to be socially and ethically responsible and knowledgeable clinicians, leaders, and scholars who will meet the changing healthcare needs of a diverse global community” (2008).

Conceptual Framework

The conceptual framework and mission statement for the curriculum are based on the School’s philosophy, systems theory, the American Nurses’ Association (ANA) Social Policy Statement, American Assn of Colleges of Nursing’s QSEN Competencies, and on the Shirley Chater Model for Curriculum (which focuses on the “Student, Subject, and Setting”). This framework supports, and is congruent with, the mission and goal statements of the California State University, San Jose State University, and the College of Applied Arts and Sciences. Faculty members revise the program learning outcomes and leveled these outcomes by semester, after reviewing and discussing the current rules and regulations in the California Board of Registered Nursing Nurse Practice Act, the updated Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), the Institute of Medicine report, the American Nurses Association standards, the National Council Licensure Examination for Registered Nurses (NCLEX-RN), and materials from the Quality and Safety Education for Nurses (QSEN) project.

**Systems Theory:** The individual, family, and community/society are open, living systems capable of taking action. Living systems are made up of subsystems, and the interaction among these subsystems helps to define the whole system. Therefore, the whole system is greater than the sum of its parts.

Living systems operate by certain principles. Living systems exist within contexts comprised of various aspects, such as physiological, economic, and political factors. The contexts provide the conditions in which the life processes occur. Also, living systems are open and can exchange resources with their environment. Consequently, they are capable of ongoing growth and increasing complexity.

Patterns of interaction and the influences among systems and subsystems are circular; that is, each part of the system influences and is influenced by the other parts of the system. Furthermore, a system influences and is influenced by the environment which with it interacts.

Living systems are constantly changing and the changes are evolutionary, resulting in growth, expansion, or contraction; and variable, having a pattern but not necessarily regular and predictable steps. Open, living systems demonstrate patterns, which maintain stability of the system over time, as well as patterns that may challenge the very existence of the system or any of its subsystems. Also, the life processes of human systems and their subsystems tend to be purposeful and/or goal directed. However, the methods for achieving the purpose or reaching goals are not rigid or fixed.

Nursing considers individuals, families, and communities as open, living systems, and nursing care extends to clients across life spans, cultures, and the health-illness continuum to support the human systems as much as possible. Health is viewed not only as the absence of disease, but also as the optimal fit between a living system (client) and its environment.

The nursing (problem solving) process is a collaborative, holistic, and circular process that supports the change, growth, and/or stability within the system/client in order to facilitate optimal interaction between clients and their environment. Assessment of clients includes appraisal of the interaction among subsystems, as well as the circular influences among clients and their environments. Also, in assessment, establishing a nursing diagnosis, planning care, implementing nursing interventions, and evaluating health illness related outcomes, the
nurse recognizes that there are many alternative ways of reaching goals and that the goals of a client may not always be congruent with those of the health care provider(s).

For safe, effective nursing care, nurses need knowledge of the biological, psychological, sociocultural, political, and economic processes, which influence human systems in health and illness. Nurses also must have the knowledge and technical, interpersonal, and critical thinking skills that will enhance, maintain and support clients in interacting optimally with their environment.

**Purposes of the Baccalaureate Program**

The baccalaureate program in nursing has five stated purposes that are consistent with the program's philosophy and outcomes (see Appendix A, Program and Semester Level Outcomes). The purposes are to:

1. Provide a liberal and professional education as a foundation for practice and advanced nursing education;
2. Promote an attitude of intellectual inquiry and competency in critical analysis;
3. Provide a theory base for using the nursing process in primary, secondary, and tertiary care;
4. Foster collaborative relationships with others concerned with health care; and,
5. Prepare the graduate for leadership in traditional and emerging roles in response to changing needs of society.

**DESCRIPTION OF THE BACCALAUREATE PROGRAM**

A minimum of 120 semester units are required to fulfill all the University requirements for graduation and to earn the Bachelor of Science degree with a major in nursing. Table 1 is an outline of the program. The curriculum initially underwent a major curriculum change in Fall 1993 and another major curriculum change beginning in Fall 2010. Sixty units are required nursing courses and the remainder of the 120 units are general education and prerequisite courses, which are shared with other students at the University.

**Organization of the Program**

The curriculum consists of prerequisite courses and nursing courses that meet the specifications of the California Board of Registered Nursing (BRN). At the completion of the program, graduates are eligible for application to sit for the BRN licensure examination (NCLEX-RN) and they may also apply for the California Public Health Nursing Certificate.

**Nursing Courses**

Nursing courses are designed so that they are integrated; that is, they form a coordinated approach to nursing and health care (see Table 1). The focus is on the nursing (problem solving) process and the "holistic" approach to nursing care. The person is not viewed as a dualistic being with a physiological self and a psychological/emotional self, but as a whole being; therefore, there is little traditional medical-surgical, pediatric, obstetric, and psychiatric content in courses. Instead, concepts, processes, and content from these specialty areas are woven throughout all courses. Similarities and pervasive processes are emphasized. This means the student will learn how to process information in the planning, implementing, and evaluating of nursing care.

**PREREQUISITES TO THE B.S. NURSING MAJOR**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIOL 65</td>
<td>Human Anatomy</td>
<td>4 units*</td>
</tr>
<tr>
<td>BIOL 66 (SPR only)</td>
<td>Human Physiology (Spring only @SJSU)</td>
<td>5 units* (Recommended Prereq. CHEM 30A)</td>
</tr>
<tr>
<td>CHEM 30A</td>
<td>Intro to CHEM-Inorganic</td>
<td>3 units*</td>
</tr>
<tr>
<td>MICR 20</td>
<td>Microbiology</td>
<td>5 units (Prereq: CHEM 30A)</td>
</tr>
<tr>
<td>COMM 20/20N</td>
<td>Public Speaking</td>
<td>3 units*</td>
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ENGL 1A  Composition  3 units*
AREA A3  Critical Thinking  3 units*
STATISTICS 95  Elementary Statistics  3 units*

**As of the Oct 1st, 2007, the following courses are co-requisites and may be in progress at the time of the application submission, however, HUP 67/CHAD 67 must be completed prior to Semester 2 and the other 2 co-requisite courses listed below, must be completed within one year of admission to the nursing major (i.e., by the completion of SJSU Nursing’s Semester 2).

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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<tbody>
<tr>
<td>PSYC 1</td>
<td>General Psychology</td>
<td>3 units*</td>
</tr>
<tr>
<td>KIN/CHAD/HUP 67</td>
<td>Development of Human Potential</td>
<td>3 units*</td>
</tr>
<tr>
<td>HPROF 100W</td>
<td>Writing for Health Professions</td>
<td>3 units</td>
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</table>

HPRF 100W / NURS 100W Writing Workshops (or an approved alternative, listed as follows) must be completed prior to, or concurrent with, the first or second semester of courses in the Nursing Major. Approved alternatives are RECL 100W, BIOL 100W, PSYC 100W, HRTM 100W, KINES 100W, CHAD 100W (Initially, most of these alternatives are reserved for those majors, until the classfills). The asterisked (*) courses meet general education requirements. Core GE, Area B, is satisfied by completing nursing laboratory science prerequisite courses (from a Pre-Agreement with the Admissions & Records dept.).

The following course: HPRF 100W and NURS 100W Writing Workshops or an approved alternative must be completed prior to, or concurrent with, the first year of courses in the Nursing Major with a grade of C or better.

HPRF 100W  Writing Workshop  3 units*  *Meets SJSU general education requirements.

Table 1

**OUTLINE OF NURSING COURSES FOR THE GENERIC UNDERGRADUATE PROGRAM**

Descriptions of specific course offerings are on the School’s web site (www.sjsu.edu/nursing). There are three distinct types of courses in the nursing major:

(a) **Theory Courses** - NURS 23, NURS 24, NURS 125, NURS 126, NURS 127 A & B, and NURS 128;
(b) **Simulated and PRD Nursing Courses** - skills courses (NURS 53, and NURS 54), and professional role development (PRD) courses (NURS 33, NURS 34, NURS 133, NURS 136, NURS 137, NURS 138- counts for 3 units “area S” SJSU Studies); and
(c) **Clinical Practicum Courses** – NURS 44, NURS 145, NURS 146A & 146B, NURS 147A (or N 147A-I) & 147B, and NURS 148A (or N 148A-I). “I” stands for “international”.


**SEQUENCE OF NURSING COURSES** *(Curriculum beginning Fall 2010 class) - Table 1*

<table>
<thead>
<tr>
<th>Semester 1 (first Nursing semester)</th>
<th>Semester 4</th>
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<tbody>
<tr>
<td>NURS 23 (Theory I)</td>
<td>NURS 125 (Theory III)</td>
</tr>
<tr>
<td>NURS 33 (Prof. Role Development I)</td>
<td>NURS 133 (Prof. Role Development IV)</td>
</tr>
<tr>
<td>NURS 43 (Pharmacology)</td>
<td>NURS 145 (Adv.Med/Surg Practicum III)</td>
</tr>
<tr>
<td>NURS 53 (Skills I)</td>
<td>General Education or upper division</td>
</tr>
<tr>
<td>HPRF 100W (or other upper GE)</td>
<td>Total Units for semester</td>
</tr>
<tr>
<td>Total Units for semester</td>
<td>Total Units for semester</td>
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<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Semester 5</th>
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<tr>
<td>NURS 24 (Theory II)</td>
<td>NURS 127A (Theory V-A)</td>
</tr>
<tr>
<td>NURS 34 (Prof. Role Development II)</td>
<td>NURS 127B (Theory V-B)</td>
</tr>
<tr>
<td>NURS 44 (Med/Surg Practicum I)</td>
<td>NURS 137 (Prof. Role Development V)</td>
</tr>
<tr>
<td>NURS 54 (Skills II)</td>
<td>NURS 147A (Mental Health Practicum IV -A)</td>
</tr>
<tr>
<td>NURS 128 (Theory VI)</td>
<td>NURS 147B or N 147B-I</td>
</tr>
<tr>
<td>Upper Division General Education</td>
<td>(Community Practicum IV -B)</td>
</tr>
<tr>
<td>Total Units for semester</td>
<td>Total Units for semester</td>
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<tr>
<th>Semester 3</th>
<th>Semester 6 (the Sr. Capstone Experience)</th>
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<tr>
<td>NURS 126A (PEDS Theory IV)</td>
<td>NURS 138 (Prof. Role Development VI)</td>
</tr>
<tr>
<td>NURS 126B (OB Theory IV)</td>
<td>(N\ 138 \text{ covers area S})</td>
</tr>
<tr>
<td>NURS 136 (Prof. Role Development III)</td>
<td>NURS 148A (Practicum V) or N 148A-I</td>
</tr>
<tr>
<td>NURS 146A (Practicum IIA- PEDS)</td>
<td>(N\ 148A-I)</td>
</tr>
<tr>
<td>NURS 146B (Practicum IIB-OB)</td>
<td>Total Units for semester</td>
</tr>
<tr>
<td>General Education</td>
<td>* See appendix for NRN guidelines for concurrency of theory and clinicals</td>
</tr>
<tr>
<td>Total Units for semester</td>
<td>Total Units for semester</td>
</tr>
</tbody>
</table>

**Part-Time Option**

All students in The Valley Foundation School of Nursing may request to have the option of selecting part-time study for serious and compelling reasons, by submitting a written petition clarifying the reason for the request. This option will be reviewed by the program director and the student will be notified of the decision. Students should be cautioned to avoid beginning the major courses in Semester 1, if there are circumstances preventing them from attending full time. Although highly unlikely to occur for Semester 1, the part time nursing student must complete the pathophysiology and professional role development, or PRD courses first, and then the skills and pharmacology courses secondly. For semester 2, the nursing student must satisfactorily complete the NURS 128 theory, an evidence based course, involving nursing research, NURS 34- the nursing professional role development, or PRD courses and the skills courses first and then complete, the theory course and practicum courses. In all remaining semesters, the relevant theory and clinical practicum courses are taken concurrently and if a student fails to progress in either of these courses for either personal or academic reasons, both must be re-taken concurrently again (and the student would meet with the Undergraduate Coordinator to work out a plan of study). When a nursing student is approved for part-time study, the student is designated as a "special progression student" and progression to subsequent semesters is determined in accordance with the Student Progression Policies (See Appendix B). It is important to note that, if the part-time study option is selected during a semester, nursing students will not be permitted to drop courses in which they are achieving less than a C grade unless there are serious and compelling reasons. [See the SJSU add-drop policy for more information and university forms of the SJSU web site]. Incomplete policies are also identified in the University Catalog.

**LVN 30 Unit Option**
See Appendix C for information about a 30-unit curriculum option for LVNs to be eligible for the RN licensure examination in California. Enrollment is limited to a space available basis only. Due to School’s impaction status, this is very difficult to do. An LVN electing this option does not meet the qualifications for a BS Nursing degree, and after passing the RN exam, is limited to RN practice in the State of California.

Other Certificate/License Options

Students who have satisfactorily completed Semesters 1 and 2, including the N 44 clinical, may apply for the examination for a Certified Nurse Assistant (CNA) in California (applications in nursing office). A CNA assistant application form is downloadable at the following web site: http://www.cdph.ca.gov/pubsforms/forms/Pages/CNA_HHA_HemoTechForms.aspx printing off form “HS 283B”. The School’s Director must sign this form, once it is completed by the student nurse. This is found on the California Department of Public Health Licensing and Certification Program (L&C) Aide and Technician Certification Section (ATCS).

Students who have satisfactorily completed Semesters 1, 2, 3, and 4 may apply for the examination for the Licensed Vocational Nurse (LVN). See the staff in The Valley Foundation School of Nursing Office, HB 420, for further information. All graduates of the B.S. Nursing program are eligible for the California Public Health Nurse (PHN) Certificate after first passing the RN licensure exam. Applications for the PHN Certificate are available in HB 420 or online at: www.rn.ca.gov.

FOCI OF EACH SEMESTER

Semester 1
Semester 1 serves as the period of introduction time for The Valley Foundation School of Nursing. Courses include: pathophysiology (3 hour class – primarily lecture class), pharmacology (3 hour primarily lecture), a nursing professional role development or PRD course (2 hour seminar/activity), and a skills lab (6 hours lab/simulation/week). There is no practicum course during this semester.

Semester 2
Semester 2 begins the clinical phase of the nursing program. The focus is on adults (Adult Care Management I). The weekly courses include a theory course (4 hours lecture/hybrid course) focusing on care of adults (medical/surgical focus), a nursing professional role development or PRD course (1 hour seminar/activity), skills lecture/lab (3 hours), a Nurs 128 research /an evidence based theory course (2 hours), and 9 hours per week of a beginning clinical experience - during which students will care for adult medical/surgical patients in acute care sites.

Semester 3
The focus of Semester 3 is care of childbearing and childrearing families. The N 126 theory and N 146 clinical courses have “A” and “B” numbers. The weekly courses include: theory (2 hours/ “A” courses for Pediatrics)/ and “B” courses, which are a maternal & childrearing family emphasis, a nursing professional role development or PRD course (a 2 hour seminar/activity), and clinical (6 hours in both pediatrics and obstetrics) in primarily acute settings and some time in simulation. A childbirth class is required prior to this semester.

Semester 4
Semester 4 continues and expands on the care of adults (Adult Care Management II). The weekly courses include a theory course (4 hours lecture) focusing on care of adults (medical/surgical), a nursing professional role development or PRD course (2 hour seminar/activity), and 12 hours per week of clinical experience during which students will care for advanced adult medical/surgical patients in acute care settings.

Semester 5
The focus of semester 5 is community and mental health. The theory and clinical courses have "A" and "B" numbers. The "A" courses focus on psychiatric-mental health nursing in both theory (2 hour/wk.) and clinical (6 hours/wk). The "B" courses focus on community health care in community settings such as public health, home health, schools, etc. in both theory (2 hours/wk.) and clinical (9 hours/wk.). There is also a nursing professional role development or PRD course (2 hour seminar/activity) [Note the N 147B-I means International option if that is offered and the student takes this option]

Semester 6

Semester 6 is the capstone semester of the B.S. nursing program. The primary foci of the semester are evidenced based practice and leadership/management. Students will a nursing professional role development or PRD course (now a 3 unit area S, 3 hour seminar/activity) with a primary look at leadership/management issues, and a clinical course in settings that will help the student utilize leadership/management skills and understand the role of research in nursing. Students are enrolled in a 4 unit clinical course where they spend at least 180 hours of supervised clinical experience with a preceptor at an agency, as well as required weekly clinical seminars with their faculty. N 148A-I is an international option, if offered. Emphasis is on preparation for practice and ultimately, graduate school.

POLICIES AND PROCEDURES

University and School policies and procedures govern the student's academic activities at San Jose State University. Progression in the program leading to graduation depends, to a large extent, on the student's knowledge of and adherence to these policies. All University policies are in the San Jose State University Catalog, which can viewed online or those for the School, can be found on the nursing web site, www.sjsu.edu/nursing. The Valley Foundation School of Nursing Student Handbook contains the school progression policy (see Appendix B). See Appendix BB for BRN guidelines for concurrency of courses (with those taking a part-time load). All students are responsible for knowing about and following these policies. Policies are on the School's web page. If there are questions, confusion, or a lack of information on how to proceed, there are advisors in the School who can assist students.

Progression, Retention, and Dismissal

Throughout the student's tenure in the Baccalaureate program, both the University's and The Valley Foundation School of Nursing's criteria for progression apply. At the University level, updates follow the recently revised San Jose State University's S10-6, Policy Recommendation: Academic Standards: Probation and Disqualification Policy (which replaces University Policy F96-11). This policy indicates that the student is expected to maintain "good standing." A GPA of 2.00 and completion of coursework is considered "good standing." However, probationary status and incompletes are granted in certain situations (see SJSU Catalog for a discussion on policies regarding probationary status and incompletes). A student who has been placed on probation may be dismissed if the condition for probation is not removed within a specified period of time or if the condition constitutes repeated probation. Clinical courses are considered a "credit/no credit" final grade and a grade of "credit" must be achieved in order to progress.

It is a policy of The Valley Foundation School of Nursing that a student may repeat a course one time only. A student repeating any graded nursing course must achieve a grade of C or better, in order to progress through the program. Students must achieve a CR (credit) for all clinical practicum courses in order to progress. Students not meeting this standard will be disqualified from the nursing program. (Courses are repeated on a space-available basis). Disqualification from the nursing major also occurs when a student receives two grades below a C grade (73%) and/or less than a C grade and a No Credit (NC) in clinical/s in the same semester level, or if there is a major violation of the Safety guidelines policy in clinical courses (see Appendix B; Appendix F for Safety Policy—also see Appendix E—Academic Integrity Policy http://www.sjsu.edu/download/judicial/Academic_Dishonesty_Policy.pdf). Students repeating courses in either theory or clinical in Semester 2 through 5 must take the theory and clinical concurrently—see Special progression policy. This directive is from the California Board of Nursing (See appendix).
A student can be dismissed from the nursing major in one other way. If the student is considered "unsafe" (see NOTE below) by the faculty and/or the agency where the student is placed for clinical practice, that student is then removed from the agency and thus, is not able to complete the course objectives [which constitutes an unsuccessful completion of the course]. A procedural review will be instituted by The Valley Foundation School of Nursing to determine a future plan of progression. Instances of "unsafe" behavior are carefully handled at the administrative level so that the student is provided with maximum opportunity for learning while the client (recipient of care) is protected. See Appendix F for policy on “Safe Practice in Clinical Settings”.

NOTE: Unsafe behavior is defined as a pattern of cognitive, affective, and/or psychomotor behaviors that are likely to produce harm, threat of harm, danger, or risk of danger to the client, agency, or self. Safe performance is a pattern of judgments, attitudes, and actions that protects the client from harm, danger, or threat of danger.

New procedure on Social Media Conduct (Contract of 2013 in SON, in Appendix AA).

Health and Documentation Requirements

Good health is an important component for successful completion of the nursing program. First and perhaps most important, good health allows for maximum performance, both academically and clinically; good health also demonstrates a belief in the inherent virtue of health, and it also promotes good health in others. As a student nurse, certain high-risk contacts necessitate even more vigilance to maintain good health. Therefore, The Valley Foundation School of Nursing has established certain health requirements. It is each student’s responsibility to know and adhere to these requirements. Any problems in adherence can and must be discussed with the Director of the School (or her designee).

As part of the agreement with the local health agencies and the University, certain other health requirements are established. Students must complete the functional competencies on admission and provide the School with updates, as needed. All students coming into the nursing program complete the functional competencies form that addresses areas they must be compliant, or have accommodation if such resources are available, and/or such that he/she does not violate agency clinical contracts. The clinical students all must be covered by ongoing health and malpractice insurance. Health insurance can be obtained through the University or other vendors. The student may contact the SJSU Student Health Service for information. (It can also be obtained from private carriers). See Appendix G for the Health and Immunization Requirements. Also see Appendix H (Clinical Documentation Form) and Appendix I (Guidelines for Dealing with AIDS). Background and drug clearance screens are documented on all students prior to starting the nursing program. Students fill out a signed statement each semester indicating that there have been no changes in background clearance violations since coming into the program/ or the last time it was requested for nursing. See web site www.sjsu.edu/nursing “under policies” under “ENFORCEMENT” for updates (Fall 2013). APPENDIX Z. Students meet with the program’s Director if their documentation for drug screen or background does not clear. Agencies and/or the School may require additional clearances as deemed necessary.

Prepared Childbirth Education Classes: All students must complete Childbirth Preparation Classes before the Semester 3 practicum. This should be done during Semester 2, or before enrollment in NURS 146. See Appendix J for the information and completion form.

Guidelines for Clinical Attire

See Appendix K for the clinical attire standards. A "Tower Card"/ or agency-provided ID that clearly indicates “Nursing Student” is required as an ID badge; Most agencies require students to wear the agency’s own ID badges. Clinical faculty make arrangements with the agencies if there is an agency ID required; all students must return their badges for that agency at the end of the semester enrolled.
Grievance/Problem Solving Procedures

Students in The Valley Foundation School of Nursing who believe they have been treated unfairly have several avenues for grievance/problem solving. At the University level, they can seek redress from the University Academic Fairness Committee, or they can seek a hearing by the University Student Grievance Committee, or they can seek advice from the University Ombudsperson, or they can do all three of the above. Details of these options are described in the SJSU Catalog. Students must follow the conflict resolution procedure (Appendix L) at the school level before seeking the university level options. Also, see Appendix M for the petition process and form. The University’s Ombudsman is available if the student needs further guidance.

Change of Major

There is a procedure for changing the major “out” of nursing. The “Change of Major” form needs to be signed by the Director of The Valley Foundation School of Nursing (or the School’s designee). To initiate the process, the student makes an appointment to see the Director to discuss the reason(s) for a change of major request. In this way, the Director can help the student in the referral process; this also helps the School if the decision to change is related to the program. A change of major form may be obtained from the University web site (www.sjsu.edu/registrar/forms), or at the University’s Student Services Center, and the form is reviewed for transfer acceptance of the student to the new department. Due to University procedures, students must get written permission from the new department to change majors into that department, otherwise met with the University advising dept (AARS in Student Services). This transfer of the record is important because it is very difficult for the new department to function without it.

GRADUATION REQUIREMENTS

For graduation with a baccalaureate degree in nursing, students must satisfy the general education, other requirements of the University (see SJSU Catalog) and the requirements of the major. The student submits the “major form” - attaching unofficial SJSU and other schools attended transcripts, the graduation form, found at www.sjsu.edu/registrar/forms, course prerequisite substitution forms [to the Undergraduate Coordinator in The Valley Foundation School of Nursing, after 90 units are completed] and at the same time, files for graduation in semester 4/5 (or during the Bridge semester for RNs) - approximately one year prior to graduation. School academic advisors are available if there are questions. Each student must file a “major form” with the Office of Records, Graduation Section, at least two semesters before the semester of anticipated graduation. Students are encouraged to submit their major form and their application for graduation in Semester 4. See Appendix N for The Valley Foundation School of Nursing website under “forms”.

EVALUATION OF TEACHING AND PROGRAM EFFECTIVENESS

Student input regarding the teaching effectiveness of faculty is actively and routinely sought. All full time tenured/tenure track faculty members are expected to obtain an evaluation of their teaching effectiveness from students of their courses each academic semester (clinicals are excepted, because of small enrolled numbers). Students are expected to act in a reasonable and responsible manner by evaluating the faculty member’s performance, and not whether they like or dislike the individual. Student’s evaluation of faculty member’s teaching effectiveness can occur at any time, but usually takes place at the end of the semester. Student evaluations are anonymous, are administered online [they are not available to faculty, until after grades have been recorded].

Students are also expected to evaluate the curriculum. The most frequently used and the most direct way that students offer input into the process of curriculum planning and evaluation is through their evaluation of courses and by membership on the Semester level committees. These evaluative data are often the impetus for curriculum change. Membership on the School’s Semester Level Committees provides the students with a channel for input into the planning and evaluative process of curriculum revision. At least 1-2 student representatives serve on semester level committees. Participation is also expected on other committees.

PROCEDURES FOR USE OF THE VALLEY FOUNDATION SCHOOL OF NURSING OFFICE
The following procedures are intended to guide students when using The Valley Foundation School of Nursing Office, Health Building, Room 420. Office staff will assist any further questions regarding these procedures. Students should check the web site or the phone voice message machine to find out when the Nursing Office is open.

1. When dropping off materials for faculty members, use a campus inter-office envelope, cross off last name used (check both sides), and write the faculty name. Leave envelope in HB 420.
2. Important information is posted on the School’s web site, Under “News and Information” link, including items such as the schedules for Program Adjustment [e.g., Add/Drop Day] & Orientation Day] advisors’ lists, final exam schedules, and course listings.
3. Students can request specific important items to be copied from their student files, but files are not allowed to be signed out; Students may have to come back on separate day to acquire these copies, due to staff availability.
4. When picking up materials from the student “pickup box” in the school office, please give your last name to one of the staff members, and let them know you are requesting a form from student pick-up.
5. Update your student information with the nursing office on “student locator address cards” handed out on orientation days, or during the interim, if changes have occurred. These data are entered into The Valley Foundation School of Nursing’s database. Updates to the my.sjsu.edu are also expected of each student.
6. Intermittently, The Valley Foundation School of Nursing or the University will send out updated information via email, so correct locator information is vital.

CALIFORNIA NURSING STUDENTS’ ASSOCIATION and OTHER STUDENT GROUPS

The California Nursing Students’ Association (CNSA) is one of over 95 constituent units of the National Student Nurses Association (NSNA). CNSA began as SNAC when several independent regional student nurse associations were combined under one auspice in Coronado, California in 1953. Four years later, in 1957, four regions/divisions had been established - later to be expanded to 10 regions. In 1971, SNAC held its first convention. CNSA members believe that it is their responsibility to promote the complete development of the student nurse as a person, as well as a professional. To accomplish this self-growth and awareness of professional and professional responsibility, active interest and participation by each student is expected. CNSA fosters and nurtures the development of leaders and leadership qualities, the goal being the preparation of the student to fulfill his or her professional role.

Being an active member of CNSA offers an opportunity to take part in the changing and exciting field of nursing. Through membership, the student can develop personal skills needed for leadership and decision making by voting, running for office, and participating in activities, plans and programs. For students entering the nursing field, CNSA offers an opportunity to meet and exchange ideas with other students (statewide and nationwide) working together to reach common goals.

Membership in CNSA provides the student with a subscription to the NSNA magazine, IMPRINT, and with issues of the CNSA newspaper, RANGE OF MOTION. Both publications keep the student informed of student experiences and student ideas, along with news of the current health care issues and legislation. Membership also provides discount rates to conventions and workshops sponsored by NSNA, CNSA, and various professional nursing associations. As with any association, the amount of knowledge and awareness acquired by the individual is proportional to the degree of participation within that association. Through participation in CNSA, creative community and campus involvement and personal growth are possible (see Appendix O for CNSA Bylaws).

Projects

As a way of meeting the purpose and functions of CNSA at the local and national level, projects, community service, and programs are offered. Active involvement in these projects not only provides a service
to others but also provides an excellent chance to gain leadership experience and a valuable exposure to the profession.

SEMESTER REPRESENTATIVES

Students are encouraged to participate in semester level committees. See Appendix P for guidelines for student representatives.

STUDENT-VISITOR ACCIDENT REPORT

See Appendix Q for the forms for reporting student and/or visitor accidents.

ACADEMIC ADVISEMENT

Students are responsible for following university policies related to their degree program. Students also are responsible for obtaining appropriate academic advisement. All full time faculty members have responsibility for academic advisement. Each semester the Undergraduate Coordinator prepares an Advisor/Advisee List, posted in the glass-covered bulletin board on the 4th floor of the Health Building (outside of room HB 415). Those designated as “undeclared pre-nursing students” and not yet admitted to the major, are advised to attend a monthly group advising session (posted on web site) and use the School’s web site materials for current information about the program. An incoming semester 1 nursing student’s major is changed directly by the department requests going directly to Admissions and Records-the student does not do this.

ADVANCED PLACEMENT

The School offers an RN-to-BSN advanced placement program for eligible students. The Advanced Placement Coordinator schedules advisement and information meetings during the year. Check the Nursing web site or with the staff in HB 420 for this schedule. See Appendix R for information about the Advanced Placement Program for Registered Nurses.

CONTACT HOURS FOR RN AND LVN LICENSE RENEWAL

The nursing courses meet the requirements for continuing education contact hours for license renewal as long as they are courses at a level higher than those required for initial license. For instance, LVNs can use any of their completed nursing courses. RNs can use any of their completed nursing courses. RNs in the master’s program can use any master’s nursing courses as well. Valley Foundation School of Nursing Board of Registered Nursing (BRN) Provider Number is 13894. Each semester unit = 15 contact hours. For example, a 2-unit course would equal 30 contact hours. When renewing a license, indicate course number, course title, number of contact hours, and San Jose State University’s Valley Foundation School of Nursing BRN # 13894. Your transcript, indicating course completion, is the official documentation, but this does not have to be submitted unless requested by the BRN or the Board of Vocational Nurse and Psychiatric Technician Examiners.

NON-ACADEMIC ADVISING OR COUNSELING and CAREER CENTER

Non-academic counseling services are available at the University level for all registered matriculated students. Professional counselors offer individual and group counseling. The Counseling Center in the Student Wellness Center (which also houses the student health on 7th street- directly across from the student event center; it emphasizes services for students with personal, developmental, and social problems. Students experiencing an emotional crisis will be seen immediately by one of the staff. The Counseling Center offers services for students interested in personal, vocational and academic (educational) counseling.

Career planning and placement counseling is also available for registered students in Clark Hall. The Career Center (CC) provides occupational information, career advisement, and placement assistance to students preparing to graduate from the University in the fields for which they have prepared. This service is available only up to and including the student’s graduation date.
LEARNING RESOURCES

There are several learning resource centers on campus where students can locate learning materials and pursue independent study, as well as through the School. The following discussion provides information of many of these resources:

Nursing Skills Laboratory

The Nursing Skills Laboratory is located in the Health Building, HB 311. This laboratory houses a variety of equipment for student’s use. SJSU students use the laboratory to practice nursing skills, such as how to give an injection, bathe a patient, make a hospital bed, prepare an intravenous solution, assess vital signs, and position a patient for comfort and proper body alignment, to mention but a few of many skills learned. The faculty is available to help students practice and perfect these basic nursing skills during supervised skills class periods. Open lab hour times are posted on the door of the lab and are posted for each semester. Simulated experiences with faculty supervision are incorporated into the curriculum, especially in skills lab and clinical courses.

Instructional Resource Center (IRC) for Faculty

The Instructional Resource Center (IRC) coordinates the Faculty and Instructional Development Office, Audiovisual Utilization Services, Audiovisual Production Services, Audiovisual Technical Services, Instructional Television Services (ITV), and the Electronic Learning Laboratory. The offices are located in the IRC wing of Dudley Moorhead Hall. Videos/CDs/films and filmstrips, as well as complementary equipment, for regular campus instruction are located in the Center. The IRC Center also provides preview materials for faculty members’ evaluation and rents materials not owned by the University. New materials are purchased on the basis of instructional needs. Preview facilities are available for faculty and student use.

All major types of projection and sound reproduction equipment are available from the Center for both student and faculty use in the instructional program. Faculty must sign out student-used equipment ahead of the class time. A wide range of Instructional Television Services are available to support University instruction. Many classrooms and independent study stations are provided with reception capability through the campus closed circuit distribution system. Portable cameras and recorders and an editing facility are available for faculty and student use. Professional staff is available to produce documentaries of those events and activities that would otherwise be difficult for students to experience in their classrooms and laboratories.

The Electronic Learning Laboratory provides facilities that permit a variety of student self-instructional techniques with tape-recorded lesson materials. The Center also provides experienced, professional consultation on faculty development, instructional design, and the availability and use of instructional materials and facilities. Complete statements of policy regarding faculty and student use of these services are available in the Instructional Resource Center.

The Accessible Education Center/Employment Accommodations Resource Center (formerly known as the Disability Resources Center) assists those designated students with special needs. A full program of resources is available via that department. It is located in ADMIN Bldg- room 110 (pH 408-924-6000).

Internet Resources

Internet resources are available for student use including those in The Valley Foundation School of Nursing, the University and city’s Martin Luther King Library, etc. Information about the nursing program is available at the School’s website: www.sjsu.edu/nursing NOTE: Check SJSU catalog for a full list of learning resources on campus.
HONOR SOCIETIES

There are several honor societies at San Jose State University. The following list includes some currently active on the campus:

1. **Alpha Lambda Delta.** A national honor society for women that promotes a high standard of scholastic achievement. Membership is open to freshmen and sophomores who have achieved an overall GPA of 3.50.

2. **Black Masque.** A senior women's honor society (comparable to the Mortar Board on other college and university campuses) that recognizes outstanding scholarship and leadership achievements. Membership is open to senior students with 90 to 100 units and an overall GPA of 3.00.

3. **Phi Kappa Phi.** A national honor society for men and women that elects members who have demonstrated outstanding achievement (scholastic and leadership) in all fields of study. Membership is open to 25 persons each year who have earned a 3.00 overall GPA.

4. **Sigma Theta Tau International.** An international nursing honor society that recognizes academic and leadership achievement in nursing. Membership is by election based on GPA and class standing. Student nurses are eligible to join after semester 4 (or after the bridge semester). The call for nominations occurs each October.

COMMENCEMENT

All students who have met the requirements for graduation are encouraged to participate in the "convocation ceremony" of The Valley Foundation School of Nursing (held each semester) and the commencement graduation ceremony of the entire University (held at the end of Spring semester). At the TVSON School's convocation, the nursing students receive their nursing pins, if they have ordered one. Instructions for ordering the SJSU nursing pin will be given at the beginning of Semester 6. A picture of the graduating class is scheduled by a class representative and is taken by a photographer who is chosen by the graduating class. Arrangements for the photographer / nursing convocation event site, etc. are made by graduating class. A copy is submitted to the School for display in the hallway.

RN LICENSURE EXAMINATION (NCLEX-RN Exam)

Generic non RN-to-BSN students must sit for a licensing exam on completing the BSN program. The School of Nursing provides updated information on the NCLEX- RN exam at mid-semester of semester 6. When students have successfully completed the nursing program, they are eligible for the National Council Licensure Examination-Registered Nurse (NCLEX-RN). Information about application for the NCLEX-RN is available in the School’s office, HB 420. See the CA Board of Nursing website, and also the website, www.sjsu.edu/nursing "under policies" under “ENFORCEMENT” for updates (Fall 2013). APPENDIX Z. Fees for sitting for the licensing exam are over $440, as of this printing (see the CA Board of Nursing website as fees are subject to change). The Board of Registered Nursing will notify the student whether he/she does “Pass” or “Does not pass”. Those wishing to take the licensing examination in another state or have special needs for physical or learning accommodation, and should contact/write to the licensing board of that state for information. Those state’s addresses could be located in the directory issue of the American Journal of Nursing or on the Internet. If a graduate wishes to practice in another state, that person should write to the licensing board of that other state for their endorsement forms and fee requirements. Even those not anticipating practicing nursing in the near future, should maintain licensure in some state at all times. Should the graduate wish to work again later and had allowed your license to expire, that person could be required to take the state-licensing exam again.
Reporting Prior Convictions or Discipline against Licenses

Applicants for the NCLEX-RN are required under law to report all misdemeanor and felony convictions. “Driving under the influence” convictions must be reported. Convictions must be reported even if they have been expunged under Penal Code 1203.4 or even if a court ordered diversion program has been completed under the Penal Code or under Article 5 of the Vehicle Code. Also, disciplinary action against an applicant’s registered nurse, practical nurse, vocational nurse, or other professional license must be reported. Detailed information regarding this reporting is available from the California Board of Registered Nursing (BRN) and at the BRN website: www.rn.ca.gov. Students who are admitted to the program are expected to immediately notify the School’s Director if they commit any of these violations while in the program. Students fill out a signed statement each semester indicating that there have been no changes in background clearance violations since coming into the program/ or the last time it was requested for nursing. See web site www.sjsu.edu/nursing “under policies” under “ENFORCEMENT” for updates (as of Fall 2013). APPENDIX Z.

UNIVERSITY RESOURCES

Equal Opportunity Program (EOP)

The EOP office is located in Clark Hall First floor- PH 408-924-2637 eop@sjsu.edu

This office assists students who may not have been admitted to the University under the usual admission criteria because of educationally disadvantaged backgrounds [but who have demonstrated adequate potential for university level work]. The EOP staff attempts to help these students in all ways necessary to facilitate a successful experience at San Jose State University. All students admitted through the EOP are assigned a student counselor for their first year on campus. This counselor keeps track of the student, acts as a liaison between the student and instructors, provides information to the student regarding special services available on campus, and monitors the students’ general adjustment to the University. Full time professional counselors are also on the EOP staff. They serve as an adjunct to the University counseling services by providing personal counseling for EOP students particularly in the areas of motivation and social adjustments. EOP also provides tutorial assistance in subject clarification, review, study skills, note taking, and preparation for examinations. Students should not be referred to the EOP office solely for financial aid.

Scholarships and Financial Aid

Students seeking financial aid usually apply through the University financial aid dept. See Appendix V for scholarship and financial aid information (offered specifically through the nursing program). Scholarships for nursing majors are awarded when funds are donated to The Valley Foundation School of Nursing for this purpose. Students must be currently enrolled in nursing courses and have successfully completed one semester of nursing. FAFSA forms are done prior to March 1st annually. FAFSA applications are available online from the Financial Aid Office of the University (and an online hyperlink is available on The Valley Foundation School of Nursing web site: www.sjsu.edu/nursing). The Valley Foundation School of Nursing Scholarship Committee carefully reviews applications for financial need and academic achievement. Letters sent from the Financial Aid office notify scholarship recipients, and the Financial Aid office then distributes the money. There are also several scholarships offered through the Valley Foundation School of Nursing (TVSON). Students should clarify questions or financial aid concerns to The Valley Foundation School of Nursing’s Recruitment/Retention Coordinator (Dr. Arlene Spilker in HB 412). Small emergency loans are also available through the School.

SUPPORT GROUPS

In addition to the California Nursing Students’ Association (CNSA), there are several other undergraduate nursing support groups. Information on other special student support groups is available from the CNSA office or the main nursing office (i.e., South Bay Assembly of Nursing (SBAN), the Med-Surg. Club [eg,
titled "Exanimus Discipulus"], Alpha Tau Delta Professional Nursing Fraternity, and the Public Health Club (PHC), etc.). Many students volunteer to work with Peer Advising (PNPA) as a leadership experience as well.

UNIVERSITY POLICE

The Office of the University Police provides security and protective services for students, University personnel, and campus buildings. Patrol units periodically check the buildings during the evening hours and on weekends to determine if the buildings are locked and vacant. During the daytime hours, the University police dept. monitors the parking lots and garages, and patrols the University grounds to maintain order and safety. A special service provided by the police is the Rape Prevention Education Program and includes an escort service for students in the evening (contact the 7th street CAMPUS police dept. or see web site for more detail about this service ( see next section).

STUDENT SAFETY

While most of us believe bad or scary things will never happen to us, please demonstrate common sense regarding your own safety. It is important that you keep aware of your own personal safety at all times. Check the University web site www.sjsu.edu/police, under "Emergency Crime and Preparedness" (http://www.sjsu.edu/police/docs/ept/ept_safety_awareness_pgm.pdf); there is also a program for safety on public transit (as.sjsu.edu/astis/index.jsp?val=safety_program). Students should recognize that it is wise to walk to your cars, whether on campus or at the hospital/clinical agency, with a second person. This person could be a trusted classmate, campus or agency police or, in the hospital, another nurse.

The SJSU campus has an evening escort program. In the event that you feel unsafe walking on campus, UPD will provide an escort to any location on campus and up to 2 blocks from campus. The service is available 24 hours a day, 7 days a week. Typically, a trained uniformed student assistant with a police radio will walk you to your destination. However, in the event that a student assistant is not available, a police officer will provide the escort. To request an escort, just use any campus Blue light phone or an elevator telephone. You will be connected to a university police dispatcher (UPD) who will arrange the escort. Arrangements can also be made by calling UPD at 408-924-2222.

Other suggestions? As you walk to and from your vehicle, have your cell phone in your hand, as well as your car keys and keep vigilant about the activities around you. It is probably best not to be talking on the phone as you walk to your vehicle, as you may be distracted. In agencies, follow your instructor's guidelines of whether you are even allowed to leave the building until the end of the clinical. If your parents/loved ones/friends worry about you, it may be prudent to call that person/persons immediately prior to leaving the campus/ or the agency, letting them know your approximate time of expected arrival. If arriving to the hospital before sunrise, such as at 6:15am in the wintertime, take these same precautions. We value our students' safety and believe that you too, will recognize that we, in the School, have your safety in mind.
APPENDICES
APPENDIX A

PROGRAM and SEMESTER LEVEL OUTCOMES
Semester Level Student Learning Outcomes
Approved March 9, 2009

The baccalaureate program prepares the graduate to be a competent professional nurse who demonstrates the ability to:

1. Conduct comprehensive and focused biopsychosocial and environmental assessments of health and illness parameters in clients, using culturally appropriate approaches. [Essent. 7]

Note: All program outcomes are addressed across the lifespan, include evidence-based practice, and culturally appropriate approaches. By the end of the semester, the student will:

SEMESTER 1: Collect physical and psychosocial data on a well person using a systematic and culturally appropriate approach.
SEMESTER 2: With moderate assistance, perform a complete and focused biopsychosocial assessment on a medical-surgical client using a systematic and culturally appropriate approach.
SEMESTER 3: With moderate assistance, perform a complete and accurate biopsychosocial and environmental assessment for childbearing and childrearing clients and families using a systematic and culturally appropriate approach.
SEMESTER 4: With minimal assistance, perform a complete and focused biopsychosocial assessment on multiple medical-surgical clients using a systematic and culturally appropriate approach.
SEMESTER 5: Independently perform a comprehensive, focused environmental and biopsychosocial assessment on individuals, groups, and communities in both the mental health and community health settings using systematic and culturally appropriate approaches.
SEMESTER 6: Program outcome.

2. Plan, implement, and evaluate client-centered care that demonstrates the safe application of the pathophysiological, medical, and nursing management of common acute and chronic illnesses, and health promotion. [Essent. 2]

SEMESTER 1:
   a) Describe pathophysiological processes underlying many common acute and chronic illnesses.
   b) Discuss the relationship of the nursing process and health promotion activities to acute and chronic illnesses.
SEMESTER 2: Apply the nursing process to assess and plan the care of medical-surgical clients.
SEMESTER 3: Use the nursing process to apply physiologic and pathophysiological theory to safely manage a client’s care with moderate assistance in the childbearing/childrearing setting.
SEMESTER 4: Apply the nursing process to safely prioritize and manage client care in the medical-surgical setting with minimal assistance.
SEMESTER 5: Apply the nursing process to safely prioritize and manage the nursing care of individuals, groups and communities in mental health and community health settings with minimal assistance.
SEMESTER 6: Program outcome.
3. Use the nursing process to provide appropriate evidence-based nursing care to manage the client’s experience and promote health. [Essent. 4 & 7]
SEMESTER 1: Identify the nursing process as a framework for providing evidence-based nursing care.
SEMESTER 2: With moderate assistance, use the nursing process to provide evidence-based nursing care to medical-surgical clients (1-2).
SEMESTER 3: Use the nursing process to develop a comprehensive evidence-based plan of care for childbearing/childrearing clients and families.
SEMESTER 4: With minimal assistance, use the nursing process to manage the care of multiple (2-3) medical-surgical clients.
SEMESTER 5: Coordinate and manage evidence-based health care for individuals, groups, and communities in the mental health and community health settings.
SEMESTER 6: Program outcome.

4. Deliver client-centered education that impacts the health literacy of individuals, groups, and communities. [modified Essent. 7]
SEMESTER 1: Identify health promotion and learning needs for a specific client using collected health assessment data.
SEMESTER 2: Use the nursing process to develop and deliver a teaching plan that addresses specific health literacy needs for medical-surgical clients.
SEMESTER 3: Use appropriate community resources that address the health literacy needs of clients and families.
SEMESTER 4: Consistently integrate individualized education and resources that address health literacy in medical-surgical clients.
SEMESTER 5: Consistently integrate relevant education and resources that address health literacy in individuals and aggregates in mental health and community health settings.
SEMESTER 6: Program outcome.

5. Act as a client advocate to develop strategies for managing client-centered care and addressing client’s rights.
SEMESTER 1: Identify ethical and legal guidelines (mandates) related to the role of the nurse as a client advocate.
SEMESTER 2: Recognize advocacy behaviors among professional healthcare providers in the medical-surgical setting.
SEMESTER 3: Initiate client advocacy interventions in the childbearing/childrearing setting with moderate assistance.
SEMESTER 4: Implement client advocacy strategies for clients in the acute medical-surgical setting.
SEMESTER 5: Implement client advocacy strategies in the mental health and community health settings.
SEMESTER 6: Program outcome.

6. Demonstrate accountability for safe administration and evaluation of pharmacologic agents and complementary modalities used in health promotion as well as acute and chronic illnesses.
SEMESTER 1: Identify priorities of care for pharmacologic agents used in both acute and chronic illnesses including client education, nursing implementation and safety aspects in the delivery of medication.
SEMESTER 2: Under direct supervision, demonstrate accountability by safely administering and evaluating pharmacologic and complementary modalities used in the medical-surgical setting to assigned clients.
SEMESTER 3: Under direct supervision, demonstrate accountability by safely administering and evaluating pharmacologic and complementary modalities used in the pediatric and obstetric settings.
SEMESTER 4: With supervision, demonstrate accountability by safely administering and evaluating pharmacologic and complementary modalities to multiple clients in the medical-surgical setting.
SEMESTER 5: With supervision, demonstrate accountability for monitoring, assessing, and evaluating pharmacologic and complementary modalities to multiple clients in the mental health/community health settings.
SEMESTER 6: Program outcome.

7. Use relevant technology to provide nursing care that contributes to safe and high quality client outcomes. [Essent. 4]
   SEMESTER 1: Recognize relevant technology used to provide nursing care and to improve client outcomes.
   SEMESTER 2: Use relevant health care technology to find information related to care of clients in medical-surgical settings.
   SEMESTER 3: Use relevant healthcare technology to provide nursing care to clients in the childbearing/childrearing settings.
   SEMESTER 4: Surveys relevant healthcare technology and its application to the care of clients in the medical-surgical setting.
   SEMESTER 5: Use relevant healthcare technology to provide nursing care and to examine client outcomes in mental health and community health settings.
   SEMESTER 6: Program outcome.

8. Communicate effectively with clients and members of the interprofessional healthcare team to improve client outcomes. [Essent. 6]
   SEMESTER 1: Identify effective verbal, non-verbal, and written communication strategies.
   SEMESTER 2: Select effective communication strategies appropriate for medical-surgical clients and members of the inter-professional healthcare team.
   SEMESTER 3: Apply appropriate communication skills with clients/families and members of the inter-professional healthcare team.
   SEMESTER 4: Consistently demonstrate therapeutic and professional communication with client, family, and members of the inter-professional healthcare team.
   SEMESTER 5: Evaluate client outcomes related to the use of therapeutic communication with client, family, and members of the inter-professional healthcare team in the mental health and community health settings.
   SEMESTER 6: Program outcome.

9. Demonstrate beginning levels of clinical judgment, systems thinking, and accountability for client outcomes when delegating to and supervising other members of the healthcare team. [Essent. 2 & 4]
   SEMESTER 1: Describe the nurse’s accountability for delegation and supervision in various healthcare settings.
   SEMESTER 2: Recognize nurses’ delegation and supervision activities in the medical-surgical setting.
   SEMESTER 3: Determine the appropriateness of delegating nursing activities in the childbearing/childrearing settings.
   SEMESTER 4: In consultation with nursing professionals, appropriately delegate basic nursing activities to Nursing Assistive Personnel for 2-3 clients in the medical-surgical setting.
   SEMESTER 5: Recognize the nurse’s role in working with other members of the healthcare team including Nursing Assistive Personnel and Psychiatric Technicians in the mental health and community health settings.
   SEMESTER 6: Program outcome.

10. Assume responsibility for and evaluates own professional nursing practice according to the ethical standards of the ANA Code for Nurses, standards of nursing practice, and legal mandates.
    SEMESTER 1: Identify relevant practice standards, guidelines, rules, and regulations affecting professional nursing practice.
    SEMESTER 2: Explain how relevant practice standards, guidelines, rules, and regulations affect professional nursing practice.
    SEMESTER 3: Consistently demonstrate safe nursing practice according to professional nursing standards in the childbearing/childrearing setting.
    SEMESTER 4: Consistently demonstrate safe nursing practice according to professional nursing standards in the medical-surgical setting.
    SEMESTER 5: Consistently demonstrate safe nursing practice according to professional nursing standards in the mental health and community health settings.
    SEMESTER 6: Program outcome.
11. Coordinate and manage healthcare for a group of individuals across the lifespan in order to maximize health, independence, and quality of life. [Essent. 7] (pg. 36 of AACN outcomes)
SEMESTER 1: Differentiate roles of the interprofessional healthcare team.
SEMESTER 2: Identify appropriate members of the interprofessional healthcare team when coordinating client care in an acute medical-surgical setting.
SEMESTER 3: Implement safe nursing care incorporating appropriate members of the interprofessional health care team.
SEMESTER 4: Prioritize, implement, and evaluate an individualized plan care for a med/surg. client, incorporating appropriate members of interprofessional health care team.
SEMESTER 5: Coordinate and manage healthcare for groups or communities across the lifespan in order to maximize health, independence, and quality of life.
SEMESTER 6: Program outcome

12. Analyze the influence of health care policy, finance, and regulatory environments on nursing practice in the global community. (New #5 from AACN workgroup)
SEMESTER 1: Identify how various healthcare systems affect individuals.
SEMESTER 2: Discuss how finance policies affect client-centered care in the acute care setting.
SEMESTER 3: Identify health care policies relevant to childbearing/childrearing families.
SEMESTER 4: Demonstrate awareness of state and federal regulations affecting client-centered care in the acute setting.
SEMESTER 5: Integrate health policy, regulations, and financial considerations into the plan of care for mental health and community health clients.
SEMESTER 6: Program Outcome.
APPENDIX B

STUDENT PROGRESSION AND DISQUALIFICATION POLICIES and CONCURRENCY
San Jose State University
The Valley Foundation School of Nursing
Theory & Clinical Progression/Concurrency Policy Implemented as of May 14, 2013
(based on the Board of Nursing’s requirements)

For those ongoing nursing majors, entering Special Progression due to nursing course failure:
According to the 2013 BRN (Board of Registered Nursing) California Nursing Practice Act—Regulations and Related Statutes 1426.(d) Required Curriculum: “Theory and clinical practice shall be concurrent.” Effective May 14, 2013, students who did not achieve a passing grade in either a Theory course (N 24, N 125, N 126, N 127A, N 127B) or a Clinical course (N 44, N 145, N 146A, N 146B, N 147A, N 147B) and will be repeating either of these courses, the concurrent course must be taken during the same semester. Students who need to repeat a Theory course will be offered a NURS 180 with equivalent units to participate in the related clinical. Students who need to repeat a Clinical course will register for a NURS 180 for equivalent units to participate in the related theory class. An individual contract will be developed by the Undergraduate Coordinator or the Student Retention Coordinator (or designee).

For those ongoing nursing majors, already on Special Progression due to part–time status:
According to the 2013 BRN California Nursing Practice Act—Regulations and Related Statutes 1426.(d) Required Curriculum: “Theory and clinical practice shall be concurrent.” Effective May 14, 2013, students who are taking either a Theory course (N 24, N 125, N 126, N 127A, N 127B) or a Clinical course (N 44, N 145, N 146A, N 146B, N 147A, N 147B) for a grade, also must take the concurrent course during the same semester. Students who need to enroll in a Theory course will be offered a NURS 180 with equivalent units to participate in the related clinical (Note: clinicals and labs always on a space available basis). Students who need to enroll in a Clinical course will register for a NURS 180 for equivalent units to participate in the related theory class. An individual contract for the NUS 180 will be developed by the Undergraduate Coordinator (or designee) or the Student Retention Coordinator (or designee).

For those ongoing nursing majors, entering Special Progression due to part–time status:
According to the 2013 BRN California Nursing Practice Act—Regulations and Related Statutes 1426.(d) Required Curriculum: “Theory and clinical practice shall be concurrent.” Effective May 14, 2013, students who are planning to take a part–time course load must take Theory and Clinical during the same semester. An individual NURS 180 contract will be developed by the Undergraduate Coordinator or the Student Retention Coordinator (or designee).

Footer: BRN/Approved_Policy_BRN.concurrency.notification_5.14.13.docx
Fall 2010 Revised “Student Progression and Disqualification Policy”

SAN JOSE STATE UNIVERSITY
The Valley Foundation School of Nursing
STUDENT PROGRESSION, PROBATION, DISQUALIFICATION
AND REINSTATEMENT POLICIES
FOR THE NURSING MAJOR

This document provides an overview of the SJSU’s Valley Foundation School of Nursing’s Student Progression, Probation, Disqualification and Reinstatement Policies for the Nursing Major. Students have access to this information through the School’s web site and all students entering the program are required to purchase or download the “Handbook for Nursing Students at San Jose State University”. In addition, in the first semester of attendance, this policy is reviewed in a required course. Students moving through the nursing curriculum with no interruptions or repeats of coursework, are considered “standard or regular” progression students, and those who do not, are classified by the School of Nursing as “special progression” students [see section I-D]. All clinical or clinical practicum course green sheets refer students to The Professional Safe Practice Policy for SJSU Nursing Students to uphold the standards for professional nursing. The following represents the School’s guidelines for progression, probation, disqualification and reinstatement in the Nursing major at San Jose State University, as well as the processes for student appeals.

I. SEMESTER PROGRESSION FOR NURSING MAJORS (Applicable for all semesters)

A. Grade Requirements for Ongoing Good Standing in the Major, (Regular Progression Status)

- A grade of "C" (73%) or better in all non-practicum nursing courses and a cumulative G.P.A. of 2.0 or better for all units in the major.

- A grade of Credit (CR) in all nursing practicum courses.

B. Other Requirements for Standard or Regular Progression

1. Enrollment in all required nursing courses designated for each semester.

2. Clinical documentation updates are required. These include: (1) personal health insurance, (2) C.P.R. certification (the approved American Red Cross or American Heart Association’s course, entitled CPR for the Professional Rescuer or CPR for the Health Care Professional) prior to starting clinical courses and yearly certification thereafter (3) documentation of a
licensed health provider’s (MD or NP) health clearance statement, (4) Malpractice insurance, (5) clearance of functional competencies, (6) immunizations and serum blood titers for specific diseases, and (7) annual TB screening (Quantiferon testing) (See the Nursing web site www.sjsu.edu/nursing for the clinical documentation form/s required, under “forms”). Students must also provide “clearance” of the required drug screening and background clearance checks upon acceptance to the Nursing Major, by a specific date included in the acceptance letter. Students are considered conditional or provisional admits to the Nursing Major until these two criteria are met. In addition to these requirements, as stated for anyone provisionally admitted, RN-to-BSN students admitted to the Bridge Program must supply copies of their current California registered nurse (RN) license.

3. Documentation of completion of a preparation for childbirth class (minimum of 12 hours) prior to Semester 3, the OB practicum semester.

C. Any student who does not meet the requirements in I. A and/or I. B, changes from Regular or Standard Progression, to a “Special Progression” status.

D. Special Progression Categories

Special progression is a term used by the Valley Foundation School of Nursing to describe “any nursing student who is taking less than the full time student unit load at each semester level, in the nursing major”. The following specific categories are considered in situations where a student is carrying less than a full time load:

1. a student elects to go part-time with the Valley Foundation School of Nursing’s approval; this is decided on a case-by-case basis, or

2. a student with documented health issue/s, which precludes the student from attending full-time (A physician’s note is required in this case), or

3. a student repeating a course who has not reached the established School’s standard, is not able to progress to the next curriculum level until successfully passing that course [ see section I- G], or

4. a student who has taken a University-approved leave of absence, and is now returning after 1-2 semesters off.

E. Special Progression Issues in the Nursing Major:

1. All students who are placed in special progression in the Major will receive formal written notification, sent to the student’s address/email, which is on record in the School of Nursing. Students remain in “Special Progression” until they are enrolled in all courses designated for each semester level.

2. Nursing majors on a University leave of absence for more than 1 year, may jeopardize patient safety due to a lack of current knowledge and skills. In this case, the special progression
student needs to file a petition to the School of Nursing’s Executive Committee to continue in The Valley Foundation School of Nursing with or without a remediation plan (form on website). A decision will be made as to whether a realistic program can be developed and implemented in a timely manner. University and School resources will be taken into consideration for this matter. The student will be notified of the Executive Committee’s decision (usually with in 4-5 working days) and the student will meet with a nursing adviser/retention coordinator, to discuss the plan.

3. Nursing “special progression” students may not pre-register for nursing courses. They must attend the Add/Drop session in the Valley Foundation School of Nursing on the first day of the semester and will only be allowed to register on a space available basis, at that time.

4. Students may petition the Valley Foundation School of Nursing Executive Committee for any decisions regarding irregular progression. Petitions are available on the School of Nursing’s website, under forms.

5. The Valley Foundation School of Nursing’s Executive Committee is composed of the following persons:
   a. The School’s Director, Chair of Committee
   b. Undergraduate Coordinator
   c. Curriculum Coordinator
   d. Graduate Program Coordinator
   e. Chair of Faculty Affairs Committee
   f. Chair of Evaluation and Research Committee
   g. Chair of Committee For Learning And Clinical Simulation
   h. Chair of Nurse Managed Centers Committee
   i. Retention Coordinator for the School of Nursing
   j. One faculty member at large (elected annually)

F. Students are responsible for knowing their progression status and adhering to the Valley Foundation School of Nursing and University progression policies.

G. The following is the order of priority when there are limited spaces available in nursing courses. This addresses situations where enrollment of special progression students must be limited:

   (1) Successful part-time student (not imposed by academic failure);
   (2) Planned leave “returnees”- who have received advising from nursing;
   (3) Students who did not complete a course;
Those students unable to repeat because there was no space available the prior semester;

Students repeating a course for the first time (but are not allowed to repeat any course more than once).

H. Repeating a Course or Courses:

Any course in which the nursing student earns less than a satisfactory grade must be repeated before progressing to the next semester level. A satisfactory grade for nursing courses is a "C" grade (73%) or above, for a graded course or a credit final grade for a nursing practicum course. If a student earns less than a satisfactory grade, the student may repeat that nursing course only once. Courses are repeated on a space available basis.

A grade below a C in any nursing course the first time the course is attempted (or a 'No Credit' for a clinical course) prevents progression to the next semester level and places the student in special progression. He/she is then considered to be in a "probationary status" with Nursing, and must complete one semester before moving on to the next level. NOTE: the paragraph below:

Addendum: According to the 2013 BRN California Nursing Practice Act—Regulations and Related Statutes 1426.(d) Required Curriculum: "Theory and clinical practice shall be concurrent." Effective May 14, 2013, students who did not achieve a passing grade in either a Theory course (N 24, N 125, N 126, N 127A, N 127B) or a Clinical course (N 44, N 145, N 146A, N 146B, N 147A, N 147B) and will be repeating either of these courses, the concurrent course must be taken during the same semester. Students who need to repeat a Theory course will be offered a NURS 180 with equivalent units to participate in the related clinical. Students who need to repeat a Clinical course will register for a NURS 180 for equivalent units to participate in the related semester level theory class (even though you may have already received a letter grade for this course in the past). An individual contract will be developed by the Undergraduate Coordinator or the Student Retention Coordinator (or a designee).

Nursing practicum courses are graded as “C” for “credit” or “NC” for “no credit”; a grade of Credit must be achieved in order to progress to the next semester level. A student repeating a clinical course for the first time will repeat that clinical—normally with a different clinical instructor, and at a different clinical site (exceptions to this policy will be considered and proposed to the School of Nursing’s Executive Committee).

Students may be removed from clinical courses at any time during the semester, if there are serious issues in violation of The Professional Safe Practice Policy for SJSU Nursing Students, or issues violating the agency’s policy.

H. The appeal process as it relates to special progression in the Nursing Major:

Any student may appeal the progression decision to the Valley Foundation School of Nursing’s Executive Committee. Petitions are available on the School’s web site and must be submitted at least 7 working days prior to the start of the semester following notification of the student’s Special Progression Status. The student may call the School’s office (408-924-3131) for dates and times of the
Executive Committee’s meetings during the regular academic year. Students may appear on their own behalf to speak to the Executive Committee regarding the petition. Once the Valley Foundation School of Nursing has made an unfavorable decision regarding the student’s progression, the student should review the University catalog for further appeals.

II. ACADEMIC PROBATION (failure to achieve a grade of C or better), or ADMINISTRATIVE PROBATION (serious patient safety concerns) and DISQUALIFICATION FROM THE NURSING MAJOR

A. Students who do not achieve satisfactory grades (of at least a C in a letter-graded class or a “Credit” in a CR/NC class) in individual classes, but also do not meet the criteria for disqualification from the nursing major, will be on academic probation in the School of Nursing. If a student is placed on academic probation, the student will meet with the Valley Foundation School of Nursing’s Undergraduate Coordinator for a program-specific plan for remediation or probation.

B. Students removed from the clinical setting due to serious concerns regarding clinical safety or a disruption of clinical care are placed on administrative probation pending review of the Executive Committee.

C. The following are various conditions that apply to disqualification from the Nursing major:

1. Disqualification from the nursing major includes those documented instances of unsafe, unethical behavior, or any action that jeopardizes a patient or client's safety, as a basis for a failing grade (Reference: Academic Senate Policy Recommendation S10-6 section F, in the discussion of program specific criteria).

2. Students who are disqualified from the nursing major are not necessarily disqualified from the University and should refer to the catalog for the University’s policies on Probation and Disqualification.

3. Students will be disqualified from the major if they receive unsatisfactory grades in any two nursing courses in the same semester level of the nursing major. NURS 101B is the exception to this policy.

4. Students in the nursing program will be disqualified from the Major if they receive a final course grade of less than 73%, or a C letter grade, for a repeat of that same letter graded course, or if they receive a “no credit” final course grade on a repeat of a non-letter graded class, in which they initially received a “no credit” the first time that course was taken.

D. All students who are disqualified from the nursing major will receive formal written notification sent to the student’s address/email on record in the Valley Foundation School of Nursing. They will be
provided with the rationale leading to their disqualification. Disqualified students shall be notified by the Office of Records that the major will be changed to "undeclared" until they apply for and are approved for another major. The disqualified student should go to Student Services to meet with a general advisor to discuss the change of major options. The student may also seek assistance from the academic adviser in the Counseling Department on campus.

III. Reinstatement

A. Students who have been disqualified from the nursing major may be reinstated to the major if it is determined that the disqualification was due to extenuating circumstances. Decisions regarding extenuating circumstances will be made by the Valley Foundation School of Nursing’s Executive Committee (Section I-II). In all cases of extenuating circumstances, the student’s personal statement with appropriate documentation must be attached to the student’s petition for reinstatement. Decisions are made solely on a case-by-case basis. Students are permitted to address the Executive Committee at the time of their petition review. Reasons for extenuating circumstances might be:

   (1) military orders for active duty,
   (2) death of an immediate family member, such as children, a spouse, parent/s, siblings,
   (3) serious personal or immediate family illness (e.g., major surgery; acute mental health issues such as serious depression; complications of medical conditions such as cancer, etc.),
   (4) significant financial resource issues that result in a living situation crisis, or
   (5) personal issues that are life-threatening or catastrophic (e.g., home burns down; divorce occurring that semester, a natural disaster affecting the student personally).

B. Generally unacceptable reasons that would not be considered include, but are not limited to, (1) poor academic or clinical performance, (2) non-participation and/or disruptions in the clinical setting, (3) lack of required clinical documentation, or blood titers, health insurance, or transportation issues resulting in non-participation, (4) unethical or unprofessional nursing behaviors, and/or (5) safety violations in clinical setting (as noted in the School’s widely published safe practice guidelines). Issues involving academic dishonesty, are handled by the University’s Office of Student Conduct and Ethical Development.

PLEASE make an appointment with Dr. Sue Malloy, the Undergraduate Coordinator in the Valley Foundation School of Nursing at suzanne.malloy@sjsu.edu or (408) 924-3142 for those who have concerns or questions.
APPENDIX C

30-UNIT OPTION
SAN JOSE STATE UNIVERSITY
The Valley Foundation School of Nursing

The 30 Unit Option for Licensed Vocational Nurses

Mandated by California Administrative Code, Title 16, Article 3, Section 1429.

PURPOSE
The purpose of the 30-unit option for licensed vocational nurses (LVNs) is to provide the nursing course work and clinical practice for the LVN so the person will be eligible to apply for the examination for licensure as a Registered Nurse in the State of California. The RN license obtained by this method is accepted only in California.

Note: This option is not a part of the San Jose State University baccalaureate nursing program and does not lead to a BS Nursing degree or any other degree.

REQUIREMENTS
In order to participate in this option, the student must:

1. Be a licensed vocational nurse.
2. Have completed the application process at San Jose State University as a matriculated student or as an “Open University” student, if allowed by the Director [based on available resources].
3. Have successfully completed courses in physiology and microbiology comparable to such courses as required for licensure as a Registered Nurse.

All SJSU nursing coursework is completed on space-available basis only.

4. Contact the Advanced Placement Coordinator 408-924-3131 (or her designee).

COURSEWORK TO BE COMPLETED

30 unit option nursing courses may be challenged through examinations or other methods of evaluation by students who have prior education or have knowledge acquired through practice. Contact the Advanced Placement Coordinator for further information.

After completion of courses in physiology and microbiology, which totals 10 units, the following courses will be completed:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 23</td>
<td>Theory I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 125</td>
<td>Theory in Nursing III</td>
<td>4</td>
</tr>
<tr>
<td>NURS 145</td>
<td>Practicum II</td>
<td>4</td>
</tr>
<tr>
<td>NURS 127A</td>
<td>Theory in Nursing V</td>
<td>2</td>
</tr>
<tr>
<td>NURS 147A</td>
<td>Practicum IVA</td>
<td>2</td>
</tr>
<tr>
<td>NURS 138</td>
<td>Process VI</td>
<td>2</td>
</tr>
<tr>
<td>NURS 148</td>
<td>Practicum V (course is 4 units)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Number of Nursing Units | 20 Units  
Microbiology/Physiology       | 10 Units  

TOTAL                                    30 Units

SUCCESSFUL COMPLETION OF REQUIRED COURSEWORK FOR 30-UNIT OPTION LVN
Once the student has completed the above course work successfully, it is his/her responsibility to contact the Board of Registered Nursing regarding licensure information. Validation of course work will be done by an official transcript request from the student to the Board of Registered Nursing.

**CONTRACT FOR ELIGIBILITY FOR RN LICENSURE**

I have read the above information regarding the 30-Unit Option for LVNs and elect to take the above option—realizing that it does not lead to a degree, but does allow me to be eligible to take the RN licensure examination in California. All options for an LVN have been discussed with me, and I understand the differences between this option and the other options, which lead to the baccalaureate degree in nursing. I also understand that this option is not a part of the San Jose State University baccalaureate nursing program and does not lead to a BS, Nursing degree nor any other degree. All SJSU nursing coursework is completed on space-available basis only.

_________________________  ______________________
TYPED/Printed STUDENT NAME    SJSU- ID#

_________________________  ______________________
STUDENT’s SIGNATURE        DATE

_________________________  ______________________
Bridge Faculty ADVISOR Printed/TYPED    DATE

__________________________
Bridge Faculty ADVISOR Signature
APPENDIX D

PERMISSION TO POST QUIZ AND TEST SCORES
PERMISSION TO POST QUIZ AND TEST SCORES

My signature below indicates that I am NOT willing to have all my course grades posted, throughout the Nursing program tenure, if the faculty person elects to post grades through the CANVAS® online Web site. [Many faculty will require you to present yourself in person to obtain any evaluation results if not able to post on Canvas®].

_________________________   _________________________
PRINT: Last, First Middle Initial                SJSU ID #

_________________________   _________________________
Date                      Semester Level                Signature

I am not willing to have my grades posted (and will make arrangements to meet with the faculty, in person, to get my grades).

_________________________   _________________________
PRINT: Last, First Middle Initial                SJSU ID #

_________________________   _________________________
Signature                      Date                Semester Level
APPENDIX E

ACADEMIC INTEGRITY POLICY

http://www.sjsu.edu/studentconduct/students/Student_Academic_Integrity_Process/index.html
(on left hand side of web site)

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**Academic Integrity Policy**

The University emphasizes responsible citizenship and an awareness of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the university, its courses, and its degrees. University degrees are compromised and the public is defrauded if faculty members or students knowingly or unwittingly allow dishonest acts to be rewarded academically. This policy sets the standards for such integrity and shall be used to inform students, faculty and staff of the university's Academic Integrity Policy.
Student Role

The San José State University Academic Integrity Policy requires that each student:

1. Know the rules that preserve academic integrity and abide by them at all times. This includes learning and abiding by rules associated with specific classes, exams and course assignments.
2. Know the consequences of violating the Academic Integrity Policy.
3. Know the appeal rights, and the procedures to be followed in the event of an appeal.
4. Foster academic integrity among peers.

Faculty Member Role

The San José State University Academic Integrity Policy requires that each faculty member:

1. Provide a clear and concise course syllabus that apprises students of the Academic Integrity Policy and the ethical standards and supporting procedures required in a course.
2. Make every reasonable effort to foster honest academic conduct. Specifically, examinations should be appropriately proctored or monitored to prevent students from copying, using non-cited resources, or exchanging information. Examinations and answers to examination questions should be kept private. Efforts should be made to give unique and varied assignments.
3. Take action against a student in accordance with this policy when supporting evidence indicates that the student has violated the Academic Integrity Policy.
4. Comply with the rules and standards of the Academic Integrity Policy.

Office of Student Conduct and Ethical Development Role

The San José State University Academic Integrity Policy requires that the Student Conduct Administrator:

1. Comply with and enforce the Student Conduct Code (http://sa.sjsu.edu/student_conduct) which includes the Academic Integrity Policy.
2. Adjudicate student conduct cases and assign administrative sanctions to students who have violated the Student Conduct Code.
3. Serve as a resource for faculty, staff and students on matters of academic integrity and this policy.
4. Ensure dissemination of the policy to the campus community when changes are made to the policy or procedures.

1.0 Definitions Of Academic Dishonesty

1.1 Cheating

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

1.1.1. Copying, in part or in whole, from another’s test or other evaluation instrument including homework assignments, worksheets, lab reports, essays, summaries, quizzes, etc.;

1.1.2. Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy;

1.1.3. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments;

1.1.4. Using or consulting, prior to, or during an examination, sources or materials not authorized by the instructor;

1.1.5. Altering or interfering with the grading process;

1.1.6. Sitting for an examination by a surrogate, or as a surrogate;
1.1.7. Any other act committed by a student in the course of their academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

1.2 Plagiarism

At SJSU plagiarism is the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and/or submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

1.2.1 The act of incorporating the ideas, words, sentences, paragraphs, or parts of, and/or the specific substance of another's work, without giving appropriate credit, and/or representing the product as one's own work;

1.2.2 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works as one's own.

2.0 Notification of Standards of Detecting Plagiarism

2.1 SJSU or its faculty may subscribe to and/or use plagiarism detection services.

2.2 Any plagiarism detection service with which SJSU contracts must ensure the anonymity of all submitted work to third parties.

2.3 Except for the stated purpose of storing submitted work in databases and/or using the database solely for the intended purpose of detecting plagiarism, any plagiarism detection service with which SJSU contracts shall agree that to the fullest extent possible, ownership rights of all submitted work shall remain with the work's author and not with the plagiarism detection service.

3.0 Evaluation and Reporting

When a faculty member suspects and has supporting evidence to substantiate that the behavior of a student or students fall(s) within one or both of the above sets of definitions, it is the faculty member's responsibility to take the following steps:

3.1 Any classroom confrontation should be discreet. Faculty members should not discuss specific charges of cheating, plagiarism, or any other violations involving specific individuals in the classroom before other members of the class.

3.2 Communicate with the student concerning the alleged infraction; arrange for a conference to present documentation. Advise the student of the allegations and make them aware of the supporting evidence and the probable consequences. As a result of this conference, if the faculty member believes that the student's response is insufficient to offset the charge of violating the Academic Integrity Policy, the Instructor will inform the student of the sanctions to be assessed or recommended in accordance with section 3.0.

All notes and/or discussions between the student and the faculty member will be kept confidential except as may be relevant in subsequent disciplinary proceedings or any subsequent legal actions.

3.3 Report the alleged infraction and the academic action taken to the Office of Student Conduct & Ethical Development on the reporting form for violations to the Academic Integrity Policy. A copy of the supporting documentation must be attached to the reporting form.

3.4 The instructor may impose the recommended penalty and make the report called for in section 3.3 without a conference when a student fails to attend a scheduled conference to discuss the alleged dishonesty, or when the apparent dishonesty is detected only near the end of the semester and the faculty makes a good-faith effort to contact the student but is unable to do so. In either case, the student's right to appeal is preserved.

4.0 Sanctions

There shall be two major classifications of sanctions that may be imposed for violations of this policy: Academic and Administrative. Academic sanctions are those actions related to the coursework and/or grades which are the
province of the faculty. Administrative sanctions are concerned with a student's status on campus and are acted on by the Office of Judicial Affairs. The imposition of either an academic or administrative sanction will not preclude the additional imposition of the other.

4.1 Academic Sanctions

Faculty members are responsible for determining the type of academic sanction to be applied to students involved in incidents of cheating or plagiarism. Faculty may find it helpful to consult with their department chair, senior faculty, and/or the Conduct Officer in consideration of appropriate academic sanctions. Such sanctions shall be proportional to the offense against the Academic Integrity Policy that has occurred. Usually a form of "grade modification" will be employed. Before sanctions can be employed, the faculty member must have verified the instances of academic dishonesty by personal observation and/or documentation. In all cases, the violation must be reported to the Office of Student Conduct & Ethical Development on the reporting form for violations to the Academic Integrity Policy. A student may be:

4.1.1 Reprimanded orally.

4.1.2 Failed in the evaluation instrument (paper or exam).

4.1.3 Reduced in course grade.

4.1.4 Failed in the course.

4.1.5 Referred for administrative sanctions. A faculty member may choose to refer a student to the Office of Student Conduct & Ethical Development for disciplinary action in addition to the academic sanction the faculty member has taken.

4.1.6 Faculty Discretion:

Cases involving the careless or inept handling of quoted material but which fall short of the definitions of the acts of cheating and/or plagiarism as defined in Items 1.1 and 1.2 of this policy may be dealt with at the discretion of the faculty member concerned. The faculty has the discretion to deal with any other act committed by a student in the course of their academic work which defrauds or misrepresents, including aiding or abetting other students who violate this policy.

4.1.7 Academic Sanctions:

For violations of sections 1.1.5 and 1.1.6, the student must be referred to the Office of Student Conduct & Ethical Development for administrative sanctions as outlined in 4.1.5.

For violations of other sections of this policy, the instructor should choose between sanctions 4.1.1 through 4.1.4 based on the severity of the infraction.

4.2 Administrative Sanctions

As stipulated in the California Administrative Code, Section 41301, cheating or plagiarism in connection with an academic program may warrant expulsion, suspension, probation or a lesser sanction. Administrative action involving academic dishonesty at SJSU is the responsibility of the Office of Student Conduct & Ethical Development.

The Office of Student Conduct & Ethical Development will respond to:

1. referrals from the faculty;
2. violations of the Academic Integrity Policy;
3. repeat violations as brought to attention by the faculty or through the centralized reports filed in the Office of Student Conduct & Ethical Development.

Faculty members will be notified by the Office of Student Conduct & Ethical Development when action has been taken. The Office of Student Conduct & Ethical Development shall maintain a record of students who have been
reported for violating the Academic Integrity Policy. The information in this record will be used to identify and discipline students who have been reported.

5.0 Protection Of Rights

Nothing in this policy is intended to deny students who come within its scope appropriate "due process," including the right to be informed of the charges, the nature of the evidence supporting the charges, and to have a meeting with the faculty member, the Office of Student Conduct & Ethical Development or other decision-makers, at which time statements and evidence on behalf of the student may be submitted. Nor is it intended to deny the right to appeal, through appropriate university channels, any decision resulting from such a meeting.

5.1 Academic sanctions may be appealed through the Ombudsman in accordance with University Policy S83-7, and ultimately to the Student Fairness Committee.

5.2 When an administrative sanction is being considered, Executive Order 970, Student Disciplinary Procedures for the California State University, stipulates that a student is entitled to a hearing to determine whether violations of conduct and/or conduct-related regulations have occurred.

6.0 Threats

Any threats against any member of the faculty as a consequence of implementing this policy on academic integrity will be cause for disciplinary action under Section 41301, Title 5, California Code of Regulations, in addition to civil and criminal liabilities.

7.0 Dissemination Of Information

7.1 This policy shall be published in the Schedule of Classes each semester and in the University Catalog. There shall also be copies of this policy in every department office and copies will be available to all interested parties in the Office of Student Conduct & Ethical Development.

7.2 Dissemination of this Information shall be the responsibility of the Office of Student Conduct & Ethical Development. Information is available at http://sa.sjsu.edu/student_conduct/

7.3 The Office of Student Conduct & Ethical Development shall submit a statistical report on the number and type of infractions and their eventual disposition to the Academic Senate annually.

7.4 Colleges and departments are encouraged to periodically include at faculty meetings, discussion of this policy and strategies for ensuring academic integrity among students.

7.5 Department chairs and school directors should ensure that new faculty members receive a copy of this policy and a verbal explanation at the time they are given their first class assignment.

Page last generated: 06/15/2009 18:00:22
APPENDIX F

POLICY FOR SAFE PRACTICE IN CLINICAL SETTINGS
Providing safe nursing care for clients is an ethical and legal responsibility for professional nurses. In the Valley Foundation School of Nursing (SON), this includes both faculty and students. This policy covers situations in all the clinical settings. Safe clinical practice is mandated by the California Board of Nursing's (BRN) Nurse Practice Act (http://www nb.ca.gov/npa/npa.htm) and supported by the American Nurses' Association and other professional nursing organizations. Individuals who do not meet the stated professional standards for ethical and legal conduct in a clinical setting are held accountable to The Valley Foundation School of Nursing's policies/procedures. Procedures are identified within The Valley Foundation School of Nursing for sanctions. The Valley Foundation School of Nursing (SON) seeks consultation with the California Board of Registered Nursing (BRN) on matters that affect nursing practice and those that challenge ethical standards, criminal conduct, unsafe clinical practice, and/or potential legal standards of the profession. Unprofessional conduct, in any clinical venue related to The Valley Foundation School of Nursing is grounds for disqualification from the nursing major.

If the student fails to maintain professional conduct, or if the student is considered unsafe by the faculty and/or the agency in which the student is placed for clinical practice, that student is removed from the setting. If the student is not able to complete the course objectives, this constitutes a NO CREDIT for the course. Dependent on the specific circumstance, and if allowed, the clinical course may be repeated one time if a similar clinical experience can be arranged with another agency, and a faculty member will assume the responsibility for the student's learning experiences (Refer to the School's current policy for grievance and disqualification). Unsafe clinical practices of this nature are carefully managed at the administrative level so that the student is provided with a maximum learning opportunity while the client (the recipient of care) is adequately protected.

If, in the opinion of a designated SON faculty committee/s (e.g. Curriculum Coordinating Committee, Semester Curriculum Committees, Executive Committee, etc.), the student cannot provide safe care for clients or if the student fails to follow ethical/legal guidelines of the profession, then disqualification from the major will be recommended. When that occurs and if the student so desires, he/she must follow the University's policy and procedures for grievances which are outlined in the University Catalog, and/or the University's catalog on the website. Students will be oriented to these safe clinical practice policies during the first semester of enrollment in the major, and both faculty and students will be responsible for reviewing the policy prior to beginning clinical rotations. All beginning nursing students must purchase the Student Handbook; this document delineates these policies. Drug testing and criminal background checks are required for all nursing students before beginning clinical rotations.

A. POLICY:

(1) A student whose behavior or pattern of behavior is found to be unsafe may be terminated from a clinical practicum for reasons of unsafe practices at any time during the semester and will receive a grade of "no credit" for the clinical course.

(2) If a student fails to maintain professional conduct in clinical, the student may be disqualified from the program, or other sanctions may be determined by appropriate parties.
B. DEFINITIONS:

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

Indicators to be used as guidelines for evaluating safe practice and professional conduct include the following:

1. Regulatory: The student practices within the boundaries of the California State Nurse Practice Act, the guidelines and objectives of The Valley Foundation School of Nursing, and follows the rules and regulations of each health care agency. Examples of unsafe practice include, but are not limited to, the following:
   a. failure to notify the agency and/or instructor of absence on a clinical day.
   b. failure to adhere to the SON dress code.
   c. presenting for clinical practicum under the influence of drugs and/or alcohol.
   d. failure to make up missed clinical experiences, if required to do so.
   e. habitual or unexplained tardiness to clinical agency.
   f. excessive utilization of faculty time to ensure safe practice by one student to the detriment of other students in the clinical rotation.
   g. inadequate and/or poor preparation; and/or understanding of nursing care, patient's medications or patient's nursing needs, etc.

2. Ethical: The student practices according to the American Nurses' Association's (ANA) Code of Ethics, Standards of Practice, and the California State Nurse Practice Act. Examples of unsafe practice or unethical behaviors include, but are not limited to the following:
   a. refuses assignment based on client's race, culture, or religious preference.
   b. inappropriate nursing care in any assigned activity related to clinical practice.
   c. ignoring unethical and/or illegal behavior(s) of other health care providers in the clinical setting(s) which affects client welfare.

3. Biological, Psychological, Social, and Culture Realms: The student's clinical practice meets the total needs of the human system from a biological, psychological, sociological, and cultural standpoint. Examples of unsafe practice or violations of the safety policy include, but are not limited to the following:
   a. failure to display stable mental, physical, or emotional behavior(s) which may affect others' well being.
   b. failure to follow through on suggested referrals or interventions to correct deficit areas which may result in harm to others (deficit areas defined in (3a) above).
   c. acts of omission or commission in the care of clients, such as, but not limited to: physical abuse; placing in hazardous positions, conditions, or circumstances; mental or emotional abuse; and medication errors.
d. unprofessional or inappropriate interpersonal relationships with agency staff, co-workers, peers, or faculty resulting in miscommunications, and/or disruption of client care and/or unit functioning.

e. lack of physical and/or mental health necessary for carrying out comprehensive nursing care.

f. placing fellow clinical classmates, faculty, and/or staff at personal and/or professional risk.

4. Accountability: The student's clinical practice demonstrates safe practice in the responsible preparation, documentation, and promotion of continuity in the care of clients. Examples of such unsafe practice include but are not limited to the following:

a. failure to provide concise, inclusive, written and oral communication.

b. failure to accurately record comprehensive client behaviors.

c. failure to report questionable nursing practices.

d. attempting activities without adequate orientation or theoretical preparation or appropriate assistance.

e. dishonesty.

f. lack of preparation by student to provide safe care for clients.

5. Human Rights: The student's conduct shows respect for the individual, client, health team member, faculty, and self, including but not limited to the legal, ethical, and cultural realms. Examples of unsafe practice include but are not limited to the following:

a. failure to maintain confidentiality of interactions.

b. failure to maintain confidentiality of records.

c. dishonesty in relationships and/or in actions.

d. utilization of stereotypical assessments which are detrimental to patient care.

e. failure to recognize and promote every patient's rights.

f. failure to report client abuse across the lifespan or abuse related to other professionals.

C. PROCEDURE:

A student whose behavior or patterns of behavior endangers the safety or threatens the integrity of a patient, peer, staff member, clinical instructor, faculty member, or agency personnel will be given a verbal and written warning by the primary clinical instructor, and/or by The Valley Foundation School of Nursing's Director. Potential life-threatening episodes require immediate actions, and the procedure listed below may not be realistic, as they relate to procedure items C-1-c through C-1-g (as listed below). Documented evidence from the student, faculty, and/or staff will be considered in the decision of whether to terminate a student from a clinical practicum and/or further action is needed to determine if disqualification from the nursing program is warranted.

1. The primary instructor in a clinical course will:

a. provide instruction, guidance, and interpretation of objectives during the clinical experience.

b. suspend the student from the clinical practicum if the issue of safety is of significant magnitude affecting one or more parameters of safe clinical practice and/or jeopardizes the well-being of patients, staff, or peers until a decision has been obtained through the conflict resolution process.
c. document patterns of behavior related to attainment of clinical objectives. Documentation may include direct observation by the clinical instructor as well as agency personnel and patient comments, as appropriate. Written work will also be evaluated.

d. give a verbal and written warning for patterns of behavior that are not safe; To that end, the instructor will:

(1) provide specific facts of problem areas or deficiencies in relation to course objectives, evaluation tool(s), and performance.

(2) delineate corrective action and expected outcomes in writing with copies given to the student and the clinical instructor. One copy will also be placed in the student's file in The Valley Foundation School of Nursing HB 420 Office. The student and the clinical instructor must sign the written warning. If the student does not sign, the clinical instructor will then document that the student had the opportunity to sign the warning and refused to do so; pertinent discussion at the time that the student read the written warning should also be documented. Copies will be provided to the Semester Curriculum Chairs, Retention Coordinator, Undergraduate Coordinator and The Valley Foundation School of Nursing's Director.

(3) set a specific time for a change in the behavior to be accomplished.

e. re-evaluate progress: If positive attainment of expected outcomes is achieved, then the student will be allowed to continue with the clinical course. The written warning may not be removed from student's file.

f. provide the student an opportunity for input and/or data regarding the evaluation of his/her clinical performance.

g. consult with the Semester Curriculum Chair and/or School Director as needed for problem-solving and guidance.

Revised/adapted 12/9/95; Revised final approval 11/5/07

Copies: SJSU Valley Foundation School of Nursing Faculty-Student Handbooks
APPENDIX G

HEALTH, IMMUNIZATION & DOCUMENTATION REQUIREMENTS

and

DRUG TESTING & BACKGROUND CHECKS

(See The Valley Foundation School of Nursing webpage www.sisu.edu/nursing, under "Policies")
As health conscious role models, nurses, student nurses, and other health care providers must practice preventive health behaviors. Therefore, The Valley Foundation School of Nursing expects certain health promotion and prevention activities of students. Some of the requirements can be obtained from the Student Health Services on campus, others from the Santa Clara County Health Department, and some from your private physician. Each student is responsible for maintaining a current clinical documentation record and that record is submitted via the department’s clinical documentation coordinator, Dr Lisa Rauch. It must be presented each semester during orientation to the practicum instructor/s, if requested. The process begins before admission to the nursing clinical courses and continues throughout enrollment in the program (as well as for those in agencies in graduate courses). The School has a repository of materials provided by the student, but these cannot leave the School of Nursing so students must keep their own copies of materials.

**Requirements**

**Student Liability Insurance** - also known as malpractice insurance is required & is obtained by the student through the School’s designated vendor (information is found on the School’s web site).

A **“Clinical Documentation form”** is found on The Valley Foundation School of Nursing website and in Health Bldg.-Room 420. The following health requirements/vaccinations are mandatory in The Valley Foundation School of Nursing:

**HEALTH STATEMENT--Verification of a Health Screening Examination**

Forms are available on The Valley Foundation School of Nursing website and in Health Bldg.-Room 420. Health screenings can be completed by the SJSU Student Health Center, (by a Nurse Practitioner, or a physician) or your private MD/Nurse Practitioner. It is to be completed prior to entering Semester 1 (if a Generic/Native BSN student,) or prior to the Bridge Semester, (if a Bridge RN Undergraduate Student,) and at any time if the student experiences a change in the health status, including pregnancy. A current copy must be kept in student’s folder for remainder of the program/ as well as with Dr. Lisa Rauch- the faculty clinical documentation coordinator. See attached table for immunization requirements.

<table>
<thead>
<tr>
<th>TYPE OF STUDENT</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic/Native BSN</td>
<td>prior to beginning Semester 1</td>
</tr>
<tr>
<td>Bridge RN</td>
<td>prior to Bridge-RN Semester</td>
</tr>
</tbody>
</table>

**DRUG FREE BEHAVIOR**

In the judgment of the classroom or clinical instructor, including nurse preceptors, if the student does not exhibit mental alertness and safe judgment, he or she may be asked to leave the setting. Mental alertness and sound judgment are necessary for critical thinking and safe performance of nursing skills. The student is referred to the most current “Safety Policy” in the Nursing Student Handbook. Effective Fall 2012, all students in The Valley Foundation School of Nursing are required to have both drug screening and background clearances before beginning the Nursing program, or if specific agencies require updates (or if student has situations requiring updates).

**HEALTH INSURANCE**

Health Insurance must cover emergency hospitalizations, and is mandatory when a nursing student is enrolled in clinical and laboratory classes. Students must show proof of health insurance on entry to Semester 2 (or if a Bridge RN, then during the Bridge semester). The Student Health Wellness Center does provide some health care to all registered SJSU students (very basic coverage - does not offer 24 hours/7 days per week care), but *this is not considered health insurance*. Information regarding health insurance negotiated by the CSU system is available through Associated Students Organization (2nd floor of the Student Union, or in the Student Health Center). A student may also obtain emergency hospitalization coverage...
through a private health insurer (A resource for possible reasonable rates is at http://www.chealthinsurance.com).

**VACCINATIONS/IMMUNIZATIONS**
See attached table for requirements and schedules.

**SERUM BLOOD TITER REQUIREMENT:**

Beginning **Fall 2008** the official The Valley Foundation School of Nursing’s acceptable documentation for the asterisked (*) following will be positive blood titers, in addition to required immunizations. The Associated Student Wellness Department’s costs listed below are only as of Fall 2014, and prices are likely to increase annually with inflation.

*Varicella [i.e., Chicken Pox] (Titer costs $12; Varicella vaccine costs @ SJSU Student Health= $102 for vaccine)

*Mumps (titer costs to student is $12); MMR vaccine is $54 but Titer is $12

*Rubeola (costs to student-$17)

*Rubella (FREE vaccine) /Rubella Titer costs $15

*Hepatitis B Antibody=($ 10)

Flu Vaccine – Costs Varies

Quantiferon Test-

Total COSTS would be much higher outside of School

[Polio vaccine documentation /or titer is required ; Student Health costs for POLIO titer=$55 for Titer]

*The student will need the Quantiferon Gold Tuberculosis screening test (costs $45 by SJSU Student Health)*

SJSU Drug Screen Clearance test - $50.00
SJSU The Valley Foundation School of Nursing  
Student and Staff Proof of Influenza Vaccination Form

I attest that the undersigned individual has received the Influenza Vaccine. Completion of this form by the provider of the vaccination shall serve as documentation/proof of vaccination for and by the San Jose State University The Valley Foundation School of Nursing.

Name of Provider (Print or Stamp):

Provider Signature:

Documentation of vaccine manufacturer, dose, route: ____________________

Date: ____________________

Printed Name (Student/Faculty)

SEMESTER enrolled (e.g., SEMESTER 2) ____________

STUDENT ID # ____________________

Signature (Student/Faculty receiving Flu immunization) ____________________ Date

Directions (keep a copy for yourself and submit other to faculty)
SJSU The Valley Foundation School of Nursing
Student and Staff
Influenza Immunization Declination Form

I understand that due to my occupational exposure to potentially infectious agents, I may be at risk of acquiring the virus for influenza and/or I may inadvertently put clients at risk due to my communicability. I am aware that I lack proof of immunity to the current year's Influenza virus strains. I have been notified that it is in my best interest to receive the Flu vaccine. However, I decline the flu vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring influenza. If in the future I continue to be exposed to this virus and I want to be vaccinated, I can receive the vaccination series at the provider of my choice and provide proof of vaccination to the SJSU The Valley Foundation School of Nursing.

Printed Student' Name ____________________________ Signature ____________________________ Date __________

Student’s semester level ________________
CPR
BLS – (Basic Life Support AHA Guidelines)
PROFESSIONAL RESCUER ADULT AND CHILD
IMPLANTABLE DEFIBRILLATOR & BAG/MASK

NURSE EDUCATION WORKSHOPS, INC
1777 HAMILTON AVENUE – SUITE 2280
SAN JOSE, CA 95125

They prefer you call to register for BLS, HealthCare Provider class (Normally costs $45, but if set up for all students in groups of 10 students or more, price reduced to $40 with student ID)- class is ~ 4 hours (done 6 – 8 times per month there)

Phone: 1-(408) 269-3715

[You may email us at newrns@aol.com]

Website address www.new-cpr.com

BLS (Health Care Provider)–
(Basic Life Support AHA Guidelines)
San Jose State University
The Valley Foundation School of Nursing
HEALTH STATEMENT

(Date)

To the student:
This form needs to be completed within two to four months prior to starting nursing courses, and if there is any change in your health status. Pregnant individuals also need an updated form for clearance. Bring original completed health statement to the Valley Foundation School of Nursing. Keep a copy in your own files at home.

From your Physician or Nurse Practitioner:

I have examined ____________________________
(Print: Last Name, First, Middle Initial of the Student)

(SJSU Student ID #)________________________
and find her/him to be in (circle) ____________________________ health.
(excellent, good, fair or unsatisfactory)

In your judgment, is the student's health such that she/he would be able to give satisfactory patient care?

__________________________
In your judgment, is the student's mental and physical health such that she/he would be able to complete the program?

__________________________

Please be advised: The School recommends that Nursing students be able to lift at least 25 pounds and require that students not have active substance abuse problems. All students must complete a drug screen prior to beginning clinical. Please address these issues with the student.

Signed: ____________________________ Printed Name: ____________________________
(or stamp)

Title: ____________________________

Address, City, State: ____________________________

Phone (________) __________ Date __________

Health Care Provider (Physician/Nurse Practitioner): Please give this completed form to the student to carry into the nursing office and he/she may turn it in at the "beginning new student workshop"—AND Keep a copy themselves. Thank you
San Jose State University
The Valley Foundation School of Nursing
HEALTH STATEMENT

(Date)

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(or stamp)

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updated 2015.16_SM_Nursing student handbook.docx
### SAN JOSE STATE UNIVERSITY - THE VALLEY FOUNDATION SCHOOL OF NURSING

### HEALTH IMMUNIZATION REQUIREMENTS (2014)

<table>
<thead>
<tr>
<th>Vaccines</th>
<th>General Information</th>
<th>Indications/Precautions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tetanus/Diphtheria (Td)</strong></td>
<td>1. For those who have never received this toxoid, the primary immunization is 2 doses, 4-8 weeks apart, with a 3rd dose 6-12 months after the 2nd.</td>
<td>1. All hospital personnel should receive 7d toxoid boosters every 10 years.</td>
</tr>
<tr>
<td><strong>Polio</strong></td>
<td>1. Series with boosters confers lifetime immunity. 2. IPV: 2 doses, 4-6 weeks apart. Third dose 6-12 months after 2nd dose. 3. IPV is for primary vaccination of adults who have never received any polio vaccine before. 4. For those partially immunized with OPV, complete with OPV or IPV. 5. OPV: 2 doses, 6-8 weeks apart with 3rd dose 6-12 months after 2nd dose.</td>
<td>1. Avoid immunizing pregnant woman. 2. OPV should not be given to immunocompromised individuals or those with known immunocompromised family members. Instead IPV should be used. 3. OPV sheds for 4-6 weeks through urine and stool ONLY. MUST USE UNIVERSAL PRECAUTIONS to protect patients who are immunocompromised, children or the aged. 4. IPV eliminates shedding from any future oral polio. 5. There is no shedding from IPV.</td>
</tr>
<tr>
<td><strong>Inactivated Virus Vaccine (IPV) or Live Attenuated Virus Vaccine (OPV)</strong></td>
<td>- Those with documentation of attending grade school and/or high school in the United States do not need additional documentation.</td>
<td></td>
</tr>
<tr>
<td><strong>Tuberculin (T.B.) Quantiferon Gold blood test</strong></td>
<td>The Quantiferon Gold Blood test is the preferred screening test. Annually</td>
<td></td>
</tr>
<tr>
<td><strong>Hepatitis B Vaccine</strong></td>
<td>1. A series of immunizations: requires 3 doses, with 2nd injection given 1 month after first dose, and the third vaccination would be given 4 to 6 months after the first injection. 2. Need for booster is unknown. 3. Blood titer: 1 month after last immuniz.</td>
<td>1. Do not start over if sequence is interrupted (check with health provider). 2. Contraindicated in pregnancy and immunocompromised persons. 3. Previous immunization is not a contraindication. 4. Follow-up Hep B titers may be requested and must be positive to be allowed in clinical agency.</td>
</tr>
<tr>
<td><strong>Varicella (Chickenpox)</strong></td>
<td>Live Attenuated Virus Vaccine (Varivax)</td>
<td></td>
</tr>
<tr>
<td><strong>Measles</strong></td>
<td>1. Those born in 1957 or later and at risk of contact with infected patients should be considered immune ONLY if they have documented measles seropositivity (i.e. titer) or documented receipt of two doses of chickenpox vaccine on or after the first birthday. 2. Documentation of 2 doses, at least 1 month apart of vaccine is acceptable.</td>
<td>1. Presence of + serosensitivity titer or evidence of vaccine is needed for health care providers. 2. Contraindicated in pregnancy and immunocompromised patients. 3. Anaphylactic reactions. 4. Previous immunization is not a contraindication. 5. Individuals on antiviral should not be immunized. 6. Vaccine should not be administered 5 months after the administration of blood/blood products or receipt of immune globulin preparation. 7. Contraindicated in those with an acute illness (with or without fever). 8. Contraindicated on active, untreated TB. 9. Previous immunization is not contraindicated. 10. If rash occurs 7-20 days after immunization, avoid contact with immunocompromised patients for the duration of the rash. 11. Varivax® sheds for 4-6 weeks through urine and stool ONLY. MUST USE UNIVERSAL PRECAUTIONS to protect patients who are immunocompromised, children or the aged.</td>
</tr>
<tr>
<td><strong>Rubella</strong></td>
<td>1. Before immunizing, serologic screening is required. 2. It requires documentation of one dose, no booster.</td>
<td>1. All HCP, both male and female, who are likely to have contact with pregnant patients s be immune to Rubella. 2. Contraindicated in pregnancy, immunocompromised individuals, history of anaphylactic reactions to neo/one. 3. Previous immunization is not a contraindication.</td>
</tr>
<tr>
<td><strong>Influenza (FLU) Vaccine</strong></td>
<td>Required annually each fall semester (see clinical documentation form and web site form)</td>
<td>Regular and Declination forms available on The Valley Foundation School of Nursing website.</td>
</tr>
</tbody>
</table>

References:
1. Recommended immunizations for hospital and medical outpatient facility personnel. Infectious Disease Branch, California Department of Health Services, 1980.
4. Consultation Line for Health Care Staff: 1-800-9-VARIVAX.
5. Centers for Communicable Diseases (CDC) website.

2015-2016 Student Handbook-Nursing 56
SJSU’s STUDENT HEALTH “Wellness Center” SERVICES

The Wellness Center, formerly known as the student health center, provides a variety of medical services, which are similar to the outpatient care provided in a physicians’ group practice. *It is located on 7th street by the 7th street garage and the fountain, across from the “Event Center”*. The Center provides titer testing (blood samples that can show immunity) and immunizations to those students unable to obtain acceptable proof of immunizations. Go to the web site for SJSU’s Student Health for information on appointments and services (i.e., Academic, Pre-employment and Athletic Physical Exams, Pap Smear exams, Dermatology, Physical Therapy, Podiatry, Travel Medicine, and X-rays). Medications provided by SJSU’s Pharmacy are usually relatively inexpensive.

Students are expected to sign an “Authorization for Release of Medical Information” so the School can access their test results (eg drug clearance)
Student Nurse Background Check and Drug Screening Policy
of The Valley Foundation
School of Nursing
at San Jose State University
as of 2013

www.sjsu.edu/nursing under policies
Student Nurse Background Check and Drug Screening Policy
The Valley Foundation School of Nursing at San Jose State University (Posted 12.2013 on web site update)

I. Applicability and Purpose

This policy applies to all students enrolled in The Valley Foundation School of Nursing (TVFSON) undergraduate and graduate programs and addresses required background checks and drug testing for students. The goal of these screening requirements is to assure compliance with clinical contracts and to promote safety of clients served in clinical agencies.

II. Policy

Students must submit to and satisfactorily complete a background check and urine drug screening as a condition for admission into all programs within TVFSON. An offer of admission will not be final until this background check and drug screening are completed and reviewed by the School of Nursing. Admission may be denied or rescinded based on these results. Additionally, students who are enrolled in the School of Nursing may be required to complete additional background checks and drug screenings during the course of their study (this may be required by a clinical agency or for reasons described in this policy). Students who refuse to submit to the background check and drug screening will be dismissed from the program.

III. Background Check and Drug Screening Reports

A. TVFSON will designate an approved vendor(s) to conduct the background checks and drug screening. Students and applicants are required to self-disclose any criminal conviction or any potentially positive drug screening information when they apply to the program, when a subsequent drug screening/background check may be required, when an infraction occurs, or when there is a change in health status. The designated vendor(s) will issue reports directly to TVFSON. Results from a vendor other than the designated, School approved vendor will not be accepted.

Students and applicants will contact the designated company and arrange for the background check and drug screening, complying with the requirements for obtaining the checks and drug screening, and reporting of the results. This will include authorization for obtaining the background check and drug screening and release of information to the SON.

B. Students and applicants are responsible for payment of any fees charged by the designated vendors. This includes fees associated with additional tests conducted on any positive drug screens as required/performed by the laboratory.

C. Background checks and drug screenings must be completed prior to the start of the first semester, or prior to beginning the clinical course when subsequent drug testing is required.

2015-2016 Student Handbook-Nursing
D. When reviewing results, the Director of the SON or her/his designee may consider the nature and circumstances of criminal convictions, or positive drug screen. **Criminal convictions** (such as the time frame, severity and circumstances surrounding the conviction) will be examined in terms of the student’s ability to meet the requirements of the program as well as his/her eligibility to take the NCLEX exam. In reviewing background checks and drug screening, the Director or her/his designee may seek advice from university counsel, university police, or other appropriate advisors (e.g. California Board of Registered Nurses representatives; agency personnel). Evaluation of a **positive drug screen** will consider disclosure of medications used and the student’s ability to safely meet the requirements of the program and our clinical agencies.

E. Results of the background check and drug screens will be made available to TVFSON School of Nursing and any clinical facility that requires this information, before a student may begin a clinical rotation. Should a clinical agency refuse to place a student based on the outcome of either the background check or drug screen, TVFSON is not obligated to arrange alternate clinical placements but will attempt to make such placements, if possible, on a case-by-case basis. If alternate placement is not possible, the student cannot continue in the nursing program. All background checks and drug screenings are considered confidential and are kept in a confidential location separate from the student’s file.

F. Derogatory information of the following nature, which is obtained as the result of the background investigation will result in dismissal from the nursing program or keep an individual from being accepted into the program.

1. Any felony convictions including plea agreements to felony convictions

2. Sexual assault, rape, indecent exposure, lewd and lascivious behavior, or any crime involving nonconsensual sexual conduct committed

3. Child abuse, sexual exploitation of children, child abduction, child neglect, contributing to the delinquency or neglect of a child, enticing a child for immoral purposes, exposing a minor to pornography or other harmful materials, incest, or any other crime involving children as victims or participants committed at any time.

4. Any charge related to illegal drugs, such as (but not limited to) possession of drugs or paraphernalia, or trafficking.

5. Abuse, exploitation or neglect of a vulnerable adult (disabled or elderly) committed at any time.

6. Offenses involving substantial misrepresentation of any material fact to the public or an employer, including embezzlement, bribery, fraud, racketeering or allowing an establishment to be used for illegal purposes.

7. First or second degree arson

8. Kidnapping
9. Any offense in another state or country, the elements of which are substantially similar to the elements of the above offenses.

10. Multiple offenses including but not limited to repeat driving while intoxicated or wet and reckless convictions.

G. The procedures that are followed for students or applicants who are suspected of being under the influence of alcohol or drugs are contained in the student handbook.

H. Rights. Students and applicants have the right to review the information reported by the designated company for accuracy and completeness and to request that the designated company verify that the information provided is correct. If any applicant or student believes the information is inaccurate, he/she has the right to appeal the decision and request a review with TVFSON. It is the student or applicant’s burden to produce substantial evidence to prove the reports are incorrect.

IV. Review Standards

In reviewing the background checks and drug screening results, the Director of TVFSON or designee in consultation with the Executive Committee will consider the following factors in making his/her determination of the student’s ability to enter or progress in the program: the nature and seriousness of the offense or event and the relevant circumstances surrounding the offense or event. This determination will prioritize the safety interests of the patient and the clinical agencies where students are placed.

V. Deferment

A reviewing committee may extend an offer of admission for up to one semester while a matter is being resolved.

VI. Other Provisions

A. A background check and drug screening will be honored for the duration of the enrollment if: the student is continuously enrolled unless required more frequently by a clinical agency in which the student is placed; or there is reasonable suspicion that the student has violated the student guidelines related to drug and/or alcohol use/dependency or is convicted of one of the crimes listed above during his/her time in the program. A student who has a break in enrollment is required to complete a new background check and drug screening prior to his/her return to the clinical setting.

B. Falsification of information on background checks and drug screening, including omission of relevant information, may result in denial of admission or dismissal from the nursing program.

C. A student with a background check or drug screen issue will meet privately with the Director/Designee. A written statement may be requested and is required by some agencies. If allowed to remain in the nursing program, the student will be required to repeat background check and drug screening each semester thereafter.

2015-2016 Student Handbook-Nursing
Rationale with the Background / Drug Clearance Information

Appendix

A. Health care providers are entrusted with the health, safety and welfare of patients, have access to controlled substances, confidential information and operate in settings that require the exercise of good judgment and ethical behavior. Thus, an assessment of a student or applicant's suitability to function in such a setting is imperative to promote the highest level of integrity in health care services.

B. Clinical facilities are required by accreditation agencies, such as the Joint Commission on Accreditation of Healthcare Organization (JCAHO), to conduct background checks and drug screening for security purposes on individuals who provide services within the facility and especially those who supervise care and render treatment.

C. The Joint Commission on Accreditation of Healthcare Organization (JCAHO) Comprehensive Accreditation Manual for Hospitals 2004 added to their Human Resources Standards (HR.1.20) a section related to criminal background checks. The JCAHO standard requires agencies to include nursing students in criminal background checks when required by state law, regulation or hospital policy.

D. Clinical rotations are an essential element in nursing programs. Students who cannot participate in clinical rotations due to activities revealed in a background check or have illegal substances found in their drug screening are unable to fulfill the requirements of the program and may not be admitted to or may be removed from the program.

E. Additional information regarding "Applicants with Convictions" may be found at the California Board of Registered Nursing's website (www.rn.ca.gov). Individuals are encouraged to refer to the Enforcement section including: http://www.rn.ca.gov/enforcement/convictions.shtml and http://www.rn.ca.gov/pdfs/enforcement/appdocs.pdf.

F. Please refer to the CABRN Regulations available at www.rn.ca.gov that directly relate to licensure and convictions.

"1444. Substantial Relationship Criteria
A conviction or act shall be considered to be substantially related to the qualifications, functions or duties of a registered nurse if to a substantial degree it evidences the present or potential unfitness of a registered nurse to practice in a manner consistent with the public health, safety, or welfare. Such convictions or acts shall include but not be limited to the following:

(a) Assaulative or abusive conduct including, but not limited to, those violations listed in subdivision (d) of Penal Code Section 11160.
(b) Failure to comply with any mandatory reporting requirements.

(c) Theft, dishonesty, fraud, or deceit.

(d) Any conviction or act subject to an order of registration pursuant to Section 290 of the Penal Code.

Note:
Authority cited: Sections 481 and 2715, Business and Professions Code. Reference: Sections 480, 481, 2736, and 2761 Business and Professions Code. History: 1. New section filed 5-14-75; effective thirtieth day thereafter (Register 75, No. 20). 2. Amendment filed 9-27-85; effective thirtieth day thereafter (Register 85, No. 39). 3. Amendment of first paragraph, repealer of subsections (a)-(e), new subsections (a)-(d), and amendment of Note filed 6-6-2001; operative 7-6-2001 (Register 2001, No. 23).

1444.5. Disciplinary Guidelines
In reaching a decision on a disciplinary action under the Administrative Procedure Act (Government Code Section 11400 et seq.), the Board shall consider the disciplinary guidelines entitled: "Recommended Guidelines for Disciplinary Orders and Conditions of Probation" (10/02) which are hereby incorporated by reference. Deviation from these guidelines and orders, including the standard terms of probation, is appropriate where the board in its sole discretion determines that the facts of the particular case warrant such a deviation—for example: the presence of mitigating factors; the age of the case; evidentiary problems.

Note:
Authority cited: Section 2715, Business and Professions Code; and Section 11400.20, Government Code. Reference: Sections 2750, 2759, 2761 and 2762, Business and Professions Code; and Sections 11400.20 and 11425.50(c), Government Code. HISTORY 1. New section filed 6-17-97; operative 6-17-97 pursuant to Government Codessection 11343.4(d) (Register 97, No. 25). 2. Amendment of "Recommended Guidelines for Disciplinary Orders and Conditions of Probation" (incorporated by reference) and amendment of section filed 6-14-2000; operative 7-14-2000 (Register 2000, No. 24). 3. Amendment of section and Note filed 4-24-2003; operative 5-24-2003 (Register 2003, No. 17).

1445. Criteria for Rehabilitation
(a) When considering the denial of a license under Section 480 of the code, the board, in evaluating the rehabilitation of the applicant and his/her present eligibility for a license will consider the following criteria:

(1) The nature and severity of the act(s) or crime(s) under consideration as grounds for denial.
(2) Evidence of any act(s) committed subsequent to the act(s) or crime(s) under consideration as grounds for denial which also could be considered as grounds for denial under Section 480 of the code.

(3) The time that has elapsed since commission of the act(s) or crime(s) referred to in subdivision (1) or (2).

(4) The extent to which the applicant has complied with any terms of parole, probation, restitution, or any other sanctions lawfully imposed against the applicant.

(5) Evidence, if any, of rehabilitation submitted by the applicant. (b) When considering the suspension or revocation of a license on the grounds that a registered nurse has been convicted of a crime, the board, in evaluating the rehabilitation of such person and his/her eligibility for a license will consider the following criteria:

(1) Nature and severity of the act(s) or offense(s). (2) Total criminal record.

(3) The time that has elapsed since commission of the act(s) or offense(s).

(4) Whether the licensee has complied with any terms of parole, probation, restitution or any other sanctions lawfully imposed against the licensee.

(5) If applicable, evidence of expunge

[Footer: backgroundcheckanddrugscreeningpolicy_rev.4.11.13;Posted 12/2013]
APPENDIX H

CLINICAL DOCUMENTATION FORM
SAN JOSÉ STATE UNIVERSITY  
THE VALLEY FOUNDATION SCHOOL OF NURSING  
CLINICAL DOCUMENTATION FORM COVER SHEET

IMPORTANT!! All Nursing students must purchase their own student liability or malpractice insurance while acting as a student nurse.

Students MUST have positive titters for Varicella, Rubella, Rubeola, Mumps, and Hepatitis B; See Pallo guidelines attached or on the web (www.sjsu.edu/nursing). Note: The Hepatitis B series of immunizations (all 3 given on a set schedule) must be completed 1 month prior to the Hepatitis B titer. Additionally, each fall (OCT/NOV) students must get either a flu shot or provide a declination form to the clinical instructor (found on the web site). Entering students are given specific dates to get this information in to the School. For those incoming bridge RNs, titters are to be completed up to 5 yrs of starting the SJSU program. Titters are usually drawn at least one month after the last immunization, but the student should refer to the student health center, if questions arise, specific to this timing. If the student’s titer results show a negative or equivocal titer, then the student needs an immunization booster (done at SJSU Student Health, Public Health dept., or your private Dr.; another follow-up titer 1 month after the follow-up booster; the student should email Nursing Faculty Clinical Documentation Coordinator, Dr. Lisa Rauch, if questions regarding follow-up!

NOTE: Those entry-level students accepted to the nursing program, are required to have titters drawn, no more recently than 1 year prior to entering the major or during the first half of semester 1 for entry-level students - after the immunizations are completed as noted (i.e., for example the Hepatitis B series of 3 immunizations, takes 6 months, so the titer would be done 1 month after the completion of that series). Those with non-positive titters should get a booster immunization, then a second follow titer, and if the second titer still negative, then contact our faculty, Dr. Lisa Rauch re: further follow-up.

The Quantiferon blood test is done to test for TB exposure, as it thought to be more accurate than tuberculin skin tests (PPD skin tests) that were done in the past. The follow-up Tuberculosis screening tool is completed for those having positive Quantiferon blood draw; these tests are done annually- NOTE: The health care provider determines what is needed besides a baseline assessment (as many will require an initial chest x-ray). Screenings are done by the health care provider, every year. Some agencies (e.g., O’Connor Hospital) still require the 2-step PPD. The SJSU Student Wellness Center (eg. Student Health Dept.) will no longer do 2 step PPDs.

FYI: Costs of tests and immunizations are extremely competitive when done at the SJSU STUDENT HEALTH CENTER; Summer session student health fees are higher than during the regular academic year.

For clinical documentation form, please download from www.sjsu.edu/nursing website under “forms” (must be updated every semester and all updates submitted to Dr. Rauch approximately 1 month prior to the semester ending- Dry Rauch publicizes those dates to all theory students); Copies are kept by the student and a set left in the HB 420 main nursing office.
### SJU CLINICAL DOCUMENTATION FORM

All students must submit copies of documentation in the numerical order listed below.

Every fall all are mandatory (or submit a signed declamation form from School of Nursing website).

<table>
<thead>
<tr>
<th>#1 Health Insurance</th>
<th>Health Insurance required on day 1</th>
<th>Carrier</th>
<th>ID#</th>
<th>Exp. Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2 CPR Card</td>
<td>Please copy the front and back of the card and attach to this document (Must be within 1 year from date of issue to be valid for SJU); all students do in Jan or AUG only. Professional Rescuer level.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPR (BLS) Class</td>
<td>Date taken:</td>
<td>CPR expires in 1 year, regardless of what card says as per agency contract. JAN/AUG only.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3 Quantiferon Gold blood test should be negative results done annually in JAN or AUG. Date of last test. If positive Quantiferon, then date of last annual survey of symptom review (found on Neg website).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date of Last X-Ray if showing exposure to TB normally just beginning of starting program; Stanford requires every yr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#4 TITERS</th>
<th>Measles (Rubella)</th>
<th>Mumps</th>
<th>Rubella</th>
<th>Varicella (i.e., Chx. Pox)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neg-</td>
<td>Pos+</td>
<td>Neg-</td>
<td>Pos+</td>
<td>Neg-</td>
</tr>
<tr>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#5 Hepatitis B Series</th>
<th>#1 INJ Date:</th>
<th>#2 INJ Date:</th>
<th>#3 INJ Date:</th>
<th>HEPATITIS B TITER DATES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
<td>Negative</td>
</tr>
<tr>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
<td>Date done?:</td>
</tr>
<tr>
<td>TDAP must be within 10 yrs, or booster needed (For Peds, pertussis sooner? 5 yrs)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#7 FLU Immunization in Fall of every year (NLT Jan 4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| #6 Diphtheria Tetanus Pertussis |
| Date: |

| #8 POLIO: | If want to grade or high school in the US, Yellow INJ shot card proof |
| If from outside the US, then documentation attached: |

| #9 Background check, done 1 month prior to SEM 1 / and before Bridge Semester for RN to BSN (see web page) | Date when Background check done: |
| See nursing web site News and Information **No attachment for Background Check needed.** as it is always done with "Creative Security vendor" & will be sent directly to the nursing depo. |

| #10 DRUG SCREENING | Done 4 weeks prior to start of the semester of SEM 1 or start of BRIDGE semester (RN-BSNs). Done at SJU Student Wellness Center (a urine test) |
| **No attachment** Drug screen completed on |

| #11 Health Statement Form (Under forms See Nursing web page) | New form must be completed if there is a change in health status |
| DATE COMPLETED: Make a copy on admission (Submit to Dr Lisa Rauch) & for your clinical instructors and Nursing 144 Bridge course instructor. |
| Form must be completed by your health care provider at the beginning of the program. |
| If on immunosuppressants, attach Dr’s clearance form stating that you are on immunosuppressants and are cleared. |
| Those students who are pregnant during the clinical must have the following providers’ clearance (i.e., updated Health Clearance form); form must indicate your pregnancy and that you are an OB Provider. |

### KEEP A FILE @ HOME WITH ALL ORIGINALS!!!

By signing below I certify that all of the above statements and information I have provided in these forms are true and accurate. I understand that it is my responsibility to complete and turn in this form and attached documentation forms on Orientation day each semester.

**Signature Here** Date completed form

2015-2016 Student Handbook-Nursing
APPENDIX I

GUIDELINES FOR DEALING WITH AIDS
GUIDELINES FOR DEALING WITH HIV INFECTION/AIDS: STUDENTS

Students who are antibody positive or have AIDS (Acquired Immune Deficiency Syndrome):

There is little evidence that AIDS or HIV infection has been transmitted from health care workers to clients. Similarly, there are no reports of transmission of opportunistic infections to clients from hospital employees. Present guidelines recommend that symptomatic health care workers with HIV infection not be restricted from employment.

Based on this information, students with HIV infection who are symptomatic need not be restricted from clinical experience unless they have some other illness for which any health care worker would be restricted. Students should be advised that HIV infection might cause immunosuppression and therefore increase susceptibility to infections acquired from client-student interaction.

Students who are HIV antibody positive should wear gloves when coming into direct contact with blood, mucosal surfaces, or exposed tissues of clients. These students should also be educated regarding the epidemiology and prevention of HIV infection, including the use of barrier precautions in appropriate situations, such as where aerosolization or splashes are likely to occur.

HIV infected students with exudative or weeping skin lesions should be restricted from direct client care contact. The determination of whether an infected student who is symptomatic should be excluded from providing direct care shall be made on a case-by-case basis by a team composed of appropriate university faculty/administrators and the student's physician.

Guidelines for exempting students from clinical assignment to AIDS client:

1. Confirmed Pregnancy - The risk of transmission of HIV infection to pregnant health care workers is not known to be greater than the risk to those not pregnant. The risk of transmission of other pathogens such as cytomegalovirus from patients with AIDS to pregnant health care workers is unknown but is thought to be low to non-existent.

   Based on the above information, it may be prudent to excuse pregnant students from caring for clients with AIDS until further data are available.

2. Incompetent Immunological Systems - Students with diagnosed immunological deficiencies are at an increased risk for developing opportunistic infections.

3. Infections - Any student with an infectious process could further compromise the already incompetent immunological system of the AIDS client.

NOTE: The decision to exempt a student from clinical experiences will be made on a case-by-case basis by the clinical faculty responsible for the clinical course. Decisions about longer exemptions (more than one clinical session) will be made in consultation with the student's physician and appropriate university faculty/administrators.

Student clinical assignments to AIDS clients:

The student will be assigned to an AIDS client only after having been educated on the epidemiology, precautions and practices to be taken to prevent transmission of the virus. The non-RN student must also have satisfactorily demonstrated skill in isolation procedure [RN students have already met this competency in their prior licensure program]. Because Hepatitis B is transmitted via the same routes as AIDS and because the risk of contracting Hepatitis B is greater than the risk of contracting AIDS, recommendations for the control of Hepatitis B infection will effectively prevent the spread of AIDS. Guidelines for caring for someone with AIDS are the same as those for Hepatitis B:

A. Blood and body fluid precautions - blood and body secretions of suspected or diagnosed cases should be considered infectious.

   1. Hand Washing - the most important precaution to be taken when routinely caring for the AIDS client and when contaminated with blood, body fluids, or secretions.

   2. Gloves (nonsterile) - to be worn to avoid direct contact with mucous
membranes, open skin lesions, percutaneous exposure to blood (example: venipunctures, starting IV’s, and/or changing IV tubing IF at IV insertion sites), secretions, and excretions (example: emptying urinary bags and changing lines).

3. Gowns - recommended only if soiling of clothing with blood or body fluids is anticipated.

4. Masks - recommended only for nurses who have direct contact with clients who are coughing extensively or requiring suctioning, such as tracheal or via endotracheal tubes.

5. Protective Eyewear (glasses) - recommended in situations where blood and body secretions could be splattered, such as endotracheal intubation, suctioning, GI endoscopy, etc.

B. Life threatening conditions - acute respiratory distress or cardiopulmonary arrest; with oral airway in place, client should be aerated with an amбу-bag rather than mouth-to-mouth resuscitation.

C. Care of equipment/specimens

1. **Needles and Syringes** - should be disposable and disposed of in a rigid, puncture-resistant container. Needles should not be recapped, purposely bent, broken or cut to prevent accidental needle sticks.

2. **Blood and Other Specimens** - should be obtained and handled in accordance with the procedure established for blood and body fluid precautions (Hepatitis B) within the health care facility. Contaminated specimen containers and specimen spills should be disinfected according to the CDC guidelines for Hepatitis B/AIDS precautions; sodium hypochlorite (household bleach) and water, dilution 1:10.

3. **Soiled linens, laundry, and nondisposable articles** contaminated with blood or body fluids should be handled according to the procedure established for blood and body fluid precautions (Hepatitis B) within the health care facility.

4. **Dishes/Silverware** - for reusable items, no special precautions are necessary.

5. **Surgical and invasive client care equipment, ventilator tubing, laryngoscopes** - if not disposable, should be sterilized before reuse.

**STUDENT REFUSAL OF CLINICAL ASSIGNMENT TO AN AIDS CLIENT:**

Various studies suggest that the risk to health care workers of occupational transmission of HIV is very low. When proper hygienic/isolation techniques are practiced, the chances of a health care worker becoming infected with the AIDS virus is almost non-existent. Because it is the policy of most health care agencies that employees will treat AIDS clients or be subject to termination and since most The Valley Foundation School of Nursing students are being educated to work in health care delivery settings, it seems only reasonable they should learn to care for AIDS clients. In addition, faculty should serve as role models in their concern for and willingness to care for AIDS clients.

Except for the exemptions to clinical assignments as stated on pages M-1 and M-2 under "Guidelines for Exempting Student from Clinical Assignment to AIDS Client," students who have received formal classroom instruction in the care of AIDS clients and satisfactorily demonstrated knowledge and skills requisite to such care may be subject to disciplinary action in the event they refuse a clinical assignment.

**ANTIBODY TESTING OF STUDENTS AND FACULTY**

**General Screening**

The Valley Foundation School of Nursing and Student Health Services will not undertake any program of mandatory screening of faculty or students for antibodies to HIV, nor will any attempt be made to identify those in high-risk groups and require screening of those groups only. Any student or faculty wishing to be tested will be referred to his/her private physician or the county health department. Such testing is confidential, and pretest and posttest counseling is encouraged.

Student Health Services personnel and The Valley Foundation School of Nursing faculty should have an understanding of the capabilities and limitations of the test for antibody to HIV and be able to counsel those desiring to be tested or have available counseling sources for referral.

2015-2016 Student Handbook-Nursing
Accidental Exposure of being exposed to blood/body fluids

Accidental exposure is defined as accidentally being exposed to blood/body fluids through needle stick, or skin lesion/non-intact mucosal membrane of a suspected or diagnosed HIV positive or AIDS client.

The accidental exposure of a faculty member or student in The Valley Foundation School of Nursing while in a clinical agency is treated in a similar manner to any type of accident occurring within the agency. The student should immediately notify the clinical faculty who will then immediately notify the supervisor within the health care facility where the accident occurred. Agency policies will then be followed. The clinical agency will require the completion of an incident report. The exposed student or faculty will be encouraged to have testing. The decision to have testing or not, however, is the choice of the individual exposed.

The clinical instructor should notify the Director of The Valley Foundation School of Nursing when a student has been accidentally exposed. Notification to the Director is necessary to assist in the protection of the faculty and university in the event of subsequent liability.

When a student experiences an accidental exposure to the AIDS virus while in a clinical practicum agency, he/she should be made aware that the agency policy will mandate that an incident report be filed. While the university will make every effort to maintain confidentiality, the university cannot be held responsible for actions taken by the clinical agency. The supervising faculty will follow the procedure for reporting accidental exposure as outlined above.

CONFIDENTIALITY
Within the Code of Federal Regulations are statements to protect medical information and the privacy of the individual when there is no overriding need for the public to know. To mandate that a person infected with HIV be required or requested to notify authorities is hard to enforce and legally challengeable.

Individuals involved with health care services who know they are infected with a communicable disease are ethically and legally obligated to conduct themselves responsibly in accordance with the following protective behaviors:

1. Seek medical advice.
2. Follow school and/or agency guidelines when involved in direct client care.
3. Be knowledgeable about and practice measures to prevent transmission of HIV.
4. No specific or detailed information concerning complaints or diagnosis will be provided to faculty, administrators, or even parents, without the expressed written permission of the individual in each case. This position with respect to health records is supported by amendment to the Family Education Rights and Privacy Act of 1974. Health officials and other institutional officers must remember that all confidential medical/health care information is protected by statutes and that any unauthorized disclosure may create legal liability.
APPENDIX J

CHILDBIRTH PREPARATION CLASSES
Prior to entry into Semester 3, students will attend a birth preparation class series offered here through the staff at the School for a set fee. The rationale for this project is to help prepare students for caring for mothers in labor and delivery as well as becoming acquainted with at least one of the various methods to prepare families for delivery. The average length of time is all day (often on makeup of finals day @ the University).

Students must get clearance from the semester faculty chairperson if they have taken a review course for parents having their second baby. These are usually completed in one session such as a few hours on a Saturday.

If you have recently attended a birth preparation course for personal reasons, you will likely not have to repeat the course. Discuss this with your clinical instructor.

Students can obtain information about birth preparation classes through calling hospitals, clinics, or looking in the yellow pages. Any questions may be referred to your clinical instructor.

(12/2010)

SAN JOSE STATE UNIVERSITY
The Valley Foundation School of Nursing

Prepared Childbirth Classes

__________________________  has participated in a prepared
(Printed Name)

childbirth class, which covered labor and delivery. The course had a minimum of 12 hours. This course can be any of the following: Bradley, Lamaze, or any other childbirth preparation course.

__________________________  verifies that the above named
(Course Instructor)  student has completed the course in childbirth
preparation.

Students please note that there may be an observation charge as well as a charge for workbooks, which are needed for the class.

__________________________
(Signature)

Date

2015-2016 Student Handbook-Nursing
APPENDIX K

CLINICAL ATTIRE STANDARDS
Standardization of Nursing Students' Uniform Apparel
and Related Issues including 12 Standards

Beginning Spring 2003 semester, the SJSU The Valley Foundation School of Nursing instituted a policy regarding the Standardization of Nursing Students' Uniform Apparel and Related Issues including 12 Standards. Because the School’s identity (re: uniform and appearances of students) had become increasingly mandated by the various agencies that we use, the guidelines are required for all SJSU nursing students. *This revised uniform guideline policy will be fully implemented across all semesters in Fall 2009.* At times the agency’s policies may be more conservative than those of SJSU’s The Valley Foundation School of Nursing and the faculty will advise students when the guidelines below are superseded by the agency’s guidelines.

**Standard 1**
**Grooming:**
Impeccable (i.e., daily bathing, clean hair and teeth, clean uniforms, clean shoes, etc.);
Scented products (i.e., perfumes and colognes) are to be avoided.

**Standard 2**
**Jewelry:**
- Rings – 1 simple ring
- Earrings – 2 pair per ear (maximum) only; small studs only
- Necklaces – none visible
- Bracelets – none
- Watch – with second hand or digital

**Standard 3**
**Hair:**
Conservative style; hair color must be a "natural color" defined as one that is grown naturally (i.e., no bright colors as pink, purple, green, etc); WOMEN: Hair not longer than edge of collar and pinned or pulled back behind ears; for hair longer than mid-length, the hair should be back and off face and collar; hair accessories to match hair color; MEN: short mustaches and short, cropped beards permitted.
For cultural or religious purposes, hair may be covered with a solid navy blue or black scarf to match the color of the uniform scrub if the student has submitted a personal statement explaining the purpose for the headdress (*document to be kept in student’s file*).

**Standard 4**
**Make-Up:**
Conservative

**Standard 5**
**Body Piercing/Tattoos:**
Nothing visible (remove and/or cover with band-aids and/or uniform clothing)
Facial piercings not allowed (if there are religious reasons, consult with instructor).

**Standard 6**
**Artificial Nails:** Not permitted
**Nails:** Nails: clean, short, and filed; Polish: clear and/or neutral colors permitted, unless agency requests ‘no polish’

**Standard 7**
2015-2016 Student Handbook-Nursing
No gum chewing

Standard 8
Underclothing:
Non-revealing clothing and while you are expected to wear underwear, nothing is visible through the uniform or clothing (preferable to have it match your skin color)

Standard 9
Shoes- socks/stockings:
SHOES: Clean, mostly white or solid black; in good repair, with closed toes (soft soled for agency compliance); SOCKS/STOCKINGS: REQUIRED: Plain hosiery in neutral solid tones/ solid color to match shoe color/ or matched to skin color (no leg warmers or visible patterned socks).

Standard 10
Photo Identification:
Badges should be visible eye-level location, (i.e., worn between the chest and no lower than the waist). SJSU-provided student ID Tower cards - to be attached to San José State University, The Valley Foundation School of Nursing lanyards. In certain clinical settings, the identification is to be attached to the uniform with a clip (Consult your clinical instructor). Many agencies require students to wear the agency provided picture identification with hair style and the uniform required in clinical.

Standard 11
Optional white Lab coat:
The Valley Foundation School of Nursing allows for optional lab coats in most clinical areas. You must check with your clinical instructor.

Standard 12
Hospital Uniform Scrubs: Non-faded, navy blue color (Neat, Clean, Non-wrinkled)

Tops (Students may choose type):
Navy - uniform top, scrub and/or polo style - only color allowed for a long knit top under navy scrub top is white, if instructor and agency allows (No thermals and for females, no tee shirts that show); Many Neonatal ICU units do not allow lower arms (below end of scrub top sleeve), to be covered. (Acute Pediatrics: consult instructor)

Bottoms (No jeans):
Navy color– scrub pants and/or uniform bottom (knee-length skirt)

Lab Coat
Regular white lab coat for leaving unit (or instructor/agency authorized clinical pre-lab sessions).

Community Health and Some Community-based Psychiatric Settings Apparel Guidelines:
Clothing for Community Health and Community-based Psychiatric settings, where the student has been asked to not wear the SJSU scrub uniform, is specified as being "business-like professional attire". This might be solid black or dark slacks and a white or colored top (e.g., sweater optional for weather). Plain shoes: (i.e., flats/athletic shoes, or if a dress shoe, then the heel of shoe should no higher than 1.5 inches; No flip flops). This may be setting specific: consult instructor. Clothing is to be neat, clean,
non-wrinkled, and non-faded. Nametags are required. Excepting the standards 11 and 12, all other standards apply. Types of clothing to be avoided include, but not limited to:

- too tight, revealing, or too baggy clothes
- inappropriately revealing clothing such as sheer clothes/low cut/or backless tops;
- Sweatshirts
- bare midriffs, tight fitting;
- skirts with high slits or extremely short skirt or extremely short dress lengths;
- tee shirts.
- Shorts are not appropriate for clinical.

Specialty areas within hospitals; (i.e., Labor & Delivery unit, Burn unit, and the OR) may require the use of hospital–provided agency scrubs (Consult instructor)

References:

Agency guidelines.


APPENDIX L

CONFLICT RESOLUTION PROCEDURE
Conflict Resolution Procedure

If you have a faculty related problem, please follow these steps in dealing with your concern.

1. Talk to the individual faculty member first.

2. Complete the conflict resolution form concisely describing the problem. Make an appointment with the faculty member and both sign the form.

3. If your concern is not resolved at this level, make an appointment with the appropriate semester chairperson or Undergraduate Coordinator and discuss your concern.

4. If you still feel that the matter is not resolved, write a letter to the Director of The Valley Foundation School of Nursing, enclose the signed conflict resolution form and leave it with a secretary in the Nursing Office. Also, request an appointment with the Director. (You must complete Steps 1-3 before you do Step 4).

5. If a resolution is not received at this point, fill out a petition, available on the nursing web site (with 10 copies), for review by the Faculty Executive Committee in The Valley Foundation School of Nursing.

6. Other campus resources for grievance procedures are described in the current SJSU catalog.
THE VALLEY FOUNDATION SCHOOL OF NURSING
CONFLICT RESOLUTION FORM

Printed Student Name ________________________________________
SJSU ID _____________________ Semester level _______ Date _______

1. Concisely describe the problem you are having with faculty.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student Signature Above this line

2. I have met with ___________________________ on __________________________
   Student ___________________________ Date __________________________
   ______________________________________ (PRINTED or typed)
   Faculty Signature

   The problem/concern has been dealt with as follows:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. I have met with ___________________________ on __________________________
   Student ___________________________ Date __________________________
   ______________________________________ Semester Chair Signature

   The problem has been dealt with as follows:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. I have met with ___________________________ on __________________________
   Student ___________________________ Date __________________________
   ______________________________________ Undergraduate Coordinator Signature

   My recommendation is:

________________________________________________________________________

OR

STUDENT Directions: After obtaining the above documentation, make an appointment with the Director of the Valley Foundation School of Nursing, Dr. Kathy Abriam-Yago.
APPENDIX M

PETITION PROCESS AND FORM
SAN JOSE STATE UNIVERSITY
The Valley Foundation School of Nursing

PETITION FORM

Name __________________________________________ SJSU ID# __________________________
(Print: last, first, middle)
email: __________________________________________
Address __________________________________________ Phone( ) __________________________
_______________________________________________ Semester ______________
City State Zip

This petition may be used to request a variety of actions. A separate petition is required for each request. After completing, submit to the Nursing Office, HB 420. If the petition is to be reviewed by the Executive Committee, you MUST submit the original plus TEN copies of this form and any supporting documents. If necessary, the Director will confer with your advisor. You may request to speak to the committee for up to 5 minutes. Please include this request on the petition. After a decision has been reached, the petition will be held for you in the student pick-up box in HB 420 and a copy placed in your file (if you have one). This petition must be submitted 10 days before an Executive Board meeting or when requesting entrance into a class, filed at least 10 days before the first day of classes each semester.

State your specific request, outlining all of the details. Please attach all relevant documentation such as course descriptions from a college catalog. If petitioning to have a course accepted as equivalent, attach unofficial transcripts, course description/s and transfer credit summary from SJSU Admissions and Records. If requesting a prerequisite course substitution, please use the School Prerequisite Course Substitution Form.
_________________________________________________________________________________

I request that __________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Reason
_________________________________________________________________________________
_________________________________________________________________________________

_________________________________________________________________________________

Student’s Signature __________________________ Date ______________

_________________________________________________________________________________

OFFICE USE ONLY

Decision __________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

School Director’s Signature __________________________ Date ______________
(Dr. Kathy Abrams-Yago, Director)

2015-2016 Student Handbook-Nursing
APPENDIX N

MAJOR FORM AND INSTRUCTIONS
1. Obtain a nursing major form online and follow the example.
2. Using the grade slips or transcripts from your records- fill out the information requested on the major form.
3. In the second column of the major form, put the abbreviation for the course you took to meet that requirement.
4. In column three, put the name of the college or university where you took this course. If it was taken at SJSU leave the column blank.
5. In column four, put the full name of the actual course as it appears on the transcript.
6. In column five, put the number of units earned for the course.
7. In the sixth column, put the course grade as it appears on the transcript. If you are currently enrolled in the course put IP for "in progress." If you plan to take the course in the future, put TBC for "to be completed."
8. Finally, fill in the grade for the nursing courses listed on the second part of the major form.
9. Type or legibly print the completed major form.
10. Collect any nursing pre-requisite course substitution forms and unofficial transcripts (including SJSU), and attach those and your graduation form. The graduation application form is found on University web site under www.sjsu.edu/registrar under forms. Attach these items to the major form request.
11. Take the completed typed major form and those items listed in number 10 (above), to HB 420, The Valley Foundation School of Nursing office to be delivered to the undergraduate coordinator and department chair for signatures.
12. Return in 2-3 weeks to pick up completed major form in sealed envelope.
13. It is your responsibility to be certain that there is an official transcript for all the courses listed on the major form in the Office of Records at SJSU. This includes any courses taken at other colleges/universities, even after beginning SJSU.
14. Approximately 6 months later, the university will email you a “GE graduation worksheet checklist-listing of any courses you still need to complete for graduation, including GE and nursing courses you have listed on your major form (This may not look like a typical SJSU return address). Check on “http://my.sjsu.edu “ as well.
15. If you have any questions, contact your advisor.
16. Request a course substitution form to be signed by the undergraduate coordinator (or the Advanced Placement coordinator if you are an RN to BSN student), for any courses that you have listed on the major form that do not articulate with the university (http://artic.sjsu.edu). This includes any courses other substituted that are approved for HPROF 100W or NURS 100W. Attach a copy of the completed course substitution form to the major form.
17. If you have taken an upper division writing course other than HPROF 100W, you need to obtain a course substitution form and get approval from the undergraduate coordinator. After approval, attach a copy of the completed petition to your major form when you turn it in to Admissions and Records.

(Rev. 6/2010)
NAME
Last First Middle

MAJOR B.S. Nursing

MINOR (none required)

Proposed Date of Graduation

Requirements for Degree 120 u.

If a course is taken at another University/College, please indicate the University/College and its course number in the space provided.

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Support for Major Courses

NURSING COURSES: (A MINIMUM OF A C/CR IS REQUIRED FOR ALL NURSING MAJOR COURSES)

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Advisor’s Signature: Date

School Director’s Signature: Date

Signed copies to:
- Office of Records
- Student’s file
- Student

**In Pen / No line through errors/amudges*** TBC = To Be Completed designation* IP= In Progress 147B-I & 148A-I is international
SAMPLE SCHOOL OF NURSING—MAJOR FORM
(for NATIVE/GENERIC STUDENTS-) (graduating 2016 and after)

Name: Jones Clara Josephine
Last First Middle

MAJOR B.S. Nursing
MINOR (none required)

Proposed Date of Graduation December 2017
Requirements for Degree 120 u.

If a course is taken at another University/College, indicate the University/College and its course number in the space provided.

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Support for Major Courses

| D1      | General Psych (Psych 1) | Psych 102 | U. of Hawaii | General Psychology                  | 4         |           | C     |
| E       | Human Dev (CHAD 67/CHAD 70) | CHAD 67   |            | Dev. Human Potential                | 3         |           | A     |
| Z       | HPRF 100W/Nurs 100W      | HPRF 100W |            | Writing Workshop                    | TBC       |           |       |

NURSING COURSES: (A MINIMUM OF A C/CR IS REQUIRED FOR ALL NURSING COURSES)

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***SAMPLE*** TBC= To Be Completed IP= In Progress

Advisor's Signature: Date

School Director's Signature: Date

Signed copies to:
Office of Records
Student’s file
147B-I & 148A-I is international*

2015-2016 Student Handbook-Nursing
# SCHOOL OF NURSING—MAJOR FORM FOR REGISTERED NURSES

**NAME**  
Last: [Last Name]  
First: [First Name]  
Middle: [Middle Initial]  
SJSU ID#: [ID Number]  

**MAJOR**  
B.S. Nursing  

**MINOR**  
None  

**Proposed Date of Graduation**:  

*Requirements for Degree*: 120 Units  

If a course is taken at another University/College, please indicate the University/College and its course number in the space provided.

### Pre-Reqs Course

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<th>Title of Course/Course Description</th>
<th>Units</th>
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<td>Support for Major Courses</td>
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**NURSING COURSES**: (A MINIMUM OF A C/CR IS REQUIRED FOR ALL NURSING COURSES)

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Student  
Student’s File

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2015-2016 Student Handbook-Nursing  
87
### SCHOOL OF NURSING—MAJOR FORM

**SCHOOL OF NURSING—MAJOR FORM FOR REGISTERED NURSES**

**NAME**

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Middle</th>
<th>SJSU ID#</th>
</tr>
</thead>
</table>

**MAJOR**  B.S. Nursing

**Proposed Date of Graduation**

**MINOR**  (none required)

Requirements for Degree 130 u.

If a course is taken at another University/College, please indicate the University/College and its course number in the space provided.

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<thead>
<tr>
<th>Pre-Reqs Course</th>
<th>Course Abbrev. &amp; #</th>
<th>University</th>
<th>Title of Course/Course Description</th>
<th>Units</th>
<th>Grade</th>
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**Support for Major Courses**

| HPRF 100 W (Writing Workshop)        |                   |                  |                                    |       |       |

*Please note: There is still a temporary waiver on the math and critical thinking requirements as a pre-req for entry into the major for registered nurses. These two courses must be completed prior to graduation.

**A MINIMUM OF A C/CR IS REQUIRED FOR ALL NURSING COURSES**

<table>
<thead>
<tr>
<th>NURS Course No.</th>
<th>Title of Course</th>
<th>Units</th>
<th>Grade</th>
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**SCHOOL DIRECTOR’S SIGNATURE:**

**ADVISOR’S SIGNATURE:**

**Date**

**SIGNED COPIES TO:**

Office of Records

Student

Student’s File

**SAMPLE**

TBC = To be completed

IP = In progress

TBC = Course to be completed in future semester

IP = Course enrolled in current semester

2015-2016 Student Handbook-Nursing  88
APPENDIX O

CALIFORNIA NURSING STUDENTS' ASSOCIATION BYLAWS
Constitution and Bylaws
San Jose State University’s California Nursing Student’s Association (CSNA)

ARTICLE: NAME

Section 1. The name of this organization shall be the Nursing Student's Association of San Jose State University and local constituent of the California Nursing Student's Association (CNSA), and a constituent of the National Student Nurses' Association, Inc. (NSNA).

ARTICLE II: PURPOSE AND FUNCTION

Section 1. The purpose of this organization is:

a. To assume responsibility for contributing to nursing education in order to provide for the highest quality health care;
b. To provide programs representative of fundamental and current professional interests and concerns; and
c. To aid in the development of the whole person, and his/her responsibility for the health care of people in all walks of life.

Section 2. The functions of this organization shall include the following:

a. To have direct input into standards of nursing education and influence the educational process;
b. To influence health care and nursing education and practice through legislative activities as appropriate;
c. To promote and encourage participation in community affairs and activities towards improved health care and the resolution of related social issues;
d. To represent nursing students to the consumer, to institutions, and other organizations;
e. To promote and encourage student participation in interdisciplinary activities;
f. To promote encourage recruitment efforts, participation in student activities, and educational opportunities regardless of persons race, color, creed, sex, age, lifestyle, national origin, or economic status;
g. To promote and encourage collaborative relationships with the American Nurses' Association, the National League for Nursing, the International Council of Nurses, as well as other nursing and health related organizations.

ARTICLE III: MEMBERSHIP

Section 1. Members of this association shall constitute the membership of the Nursing Students' Association of San Jose State, local constituent of the Nursing Students' Association. Membership is in good standing when all local, state, and national dues are paid annually.

Section 2. Members of the association shall be:

a. Active members:
   1. Undergraduate students currently enrolled in the San Jose State University program in nursing.
   2. At least eighty percent (80%) of all members of this organization shall be active members.
   3. Active members shall have all of the privileges of membership.

b. Associate members:

2015-2016 Student Handbook-Nursing
1. Pre-nursing students, including registered nurses, enrolled in college or university programs designed as preparation for entrance into an undergraduate degree, diploma, or baccalaureate degree in nursing.

2. Current California Nursing Association members may enjoy the benefits of CNSA without paying CNSA dues.

3. Associative members shall have all of the privileges of membership except the right to hold office of President and Vice President at National, State, and Local levels.

c. Local members:
   1. Pre-nursing and baccalaureate nursing students.
   2. Local members shall have the privileges of the local constituent only, except that of holding an office and extension of membership beyond date to which dues are paid.

Section 3. Active and associate memberships may be extended six months beyond completion of a student's program in nursing.

Section 4. Voting membership is restricted to matriculated, currently enrolled students, faculty and staff at San Jose State University.

Section 5. At least eighty percent (80%) of all members of the organization are matriculated, currently enrolled students at San Jose State University.

Section 6. Membership in the organization shall not be denied to anyone on the basis of race, creed, religion, sex, or physical disability, except as sanctioned by law (Title V, Section 41500-Title IX.)

Section 7. There shall be no hazing.

Article IV. AFFILIATION

Section 1. The Nursing Students' Association of San Jose State University is a local constituent of the California Nursing Students' Association and a constituent of the Nursing Students' Association, Inc., (NSNA.)

ARTICLE V. ELECTION OF OFFICERS, THEIR QUALIFICATIONS, AND DUTIES

Section 1. The officers of this organization shall consist of a President, Vice President, Secretary, Treasurer, Public Relations Coordinator(s), Workshop Coordinator, Regional Representative, CNSA Newsletter Editor, Community Project Coordinator(s), Government Relations Coordinator, and Breakthrough to Nursing Coordinator.

Section 2. Elections for officers shall be held annually during the month of April by written ballot. No one running for office shall be involved in the ballot counting.

Section 3. Officers shall be elected by plurality of the votes cast by written ballot in the month of April and take office June 1.

Section 4. Members shall cast their ballots at a time and place specified by the Board.

Section 5. A re-vote by ballot shall be taken to break a tie.

Section 6. In cases where an office is vacated, the President may appoint a member to that office with majority approval of the Board of Officers.

Section 7. Term of office shall be one year beginning one week after elections.

Section 8. All officers of the organization shall be matriculated, currently enrolled students at San Jose State University.
Section 9. Qualifications of Officers:
a. Shall be active or associate members in good standing of CNSA.
b. No individual shall hold more than one voting office.

Section 10. Duties of Officers:

a. The President shall:

1. Preside at all meetings of this association.
2. Appoint special committees with the approval of the officers.
3. Perform all duties properly designated to the executive of an organization and represent this association in matters relating to CNSA.
4. Approve and sign expenditures as submitted by the Treasurer.

b. The Vice President shall:

1. Assume responsibilities of the President during his/her absence and succeed to the Office of President should it become vacant.
2. Serve as Chairperson of the Nominations Committee for all elections during his/her term.
3. Serve as the coordinator of the Support Center (you define!)
4. Be responsible for reviewing and recommending changes in the bylaws.
5. Perform all other duties as assigned by the President.

c. The Secretary shall:

1. Record the minutes of all the meetings of this association.
2. Keep records of all association correspondence.
3. Conduct the general correspondence of this association as requested by the President.
4. Perform all others duties as assigned by the President.

d. The Treasurer shall:

1. Act as custodian of organizational funds.
2. Keep accurate current financial records, make regular reports of these records to the organization and let members of the organization see these records upon request.
3. Serve as dues collector and keep permanent record of all dues paid together with a register of all members in good standing.
4. Make monetary disbursements with the approval of the President and majority of the Board of Officers.
5. Coordinate malpractice insurance sales and act as liaison with the insurance company.

6. Perform all other duties as delegated by the President.

e. The Public Relations Coordinator shall:

1. Publicize all the events of this organization as designated by the Board of Officers.

2. Serve as organizer and coordinator of the CNSA communication board and other CNSA boards.

3. Perform all other duties as delegated by the President.

f. The Workshop Coordinator shall:

1. Serve as organizer and coordinator of student interest programs and workshops.

2. Poll nursing students each semester and determine current areas of high interest on which to base programs and workshops. Keep on record resource information concerning workshops and programs offered including summary and critique of each. Perform all others duties as delegated by the President.

g. The Regional Representative shall:

1. Be responsible for attending regional meetings and reporting to this association.

2. Send to the Regional Director of CNSA, Region VII, the names and addresses of all officers of this association, immediately after election.

3. Act as liaison between this organization and other CNSA chapters within Region VII.

4. Perform all other duties as delegated by the President.

h. The Editor shall:

1. Be responsible for the publication of the Student Nurses' Newsletter.

2. Perform all other duties as delegated by the President.

i. The Community Projects Coordinator shall:

1. Serve as coordinator of all community projects approved by the Board of Officers.

2. Collaborate with other Board members to publicize and heighten participation within the membership for all community projects.

3. Perform all other duties as delegated by the President.

j. The Government Relations Coordinator shall:
1. Monitor local and state legislative activity, reporting to members any pending legislation of concern to the nursing community.

2. Act as a liaison with the CNA government relations board.

3. Perform all other duties as delegated by the President.

k. The “Breakthrough to Nursing Coordinator” shall:

1. Act as a liaison for non-traditional nursing students, promoting their success in the nursing program by

2. Advertise scholarships

3. Promote nursing recruitment from local high schools through "Project Outreach."

4. Perform all other duties as delegated by the President.

ARTICLE VI. STANDING COMMITTEES AND SPECIAL COMMITTEES

Section 1. Standing and special committees shall be composed of members of the organization and shall assume duties assigned by the President and/or Board of Officers.

Section 2. The committee chairperson shall make progress reports at each Board meeting.

ARTICLE VII. VOTING POWER AND QUORUM

Section 1. Each member in good standing shall have one vote.

Section 2. A quorum shall consist of twenty-five percent (25%) of the total membership in good standing. At least two of the members shall be officers.

Section 3. A quorum of the Board of Officers shall be a majority vote (50% +1) of all officers present.

ARTICLE VIII. MEETINGS

Section 1. Meetings of this association shall be held twice a month and at such times as determined by the Board of Officers.

Section 2. This local constituent is entitled to two (2) voting delegates for 15 members plus one (1) delegate for each additional 30 members to the annual State Convention of the CNSA as stated in the State Bylaws.

Section 3. The local constituent delegate and alternate to the State and/or National Conventions shall be members in good standing in the Chapter and shall be selected or elected by members of this Chapter at a proper meeting.

Section 4. This local constituent is entitled to representation at the annual meeting of the NSNA according to the NSNA bylaws.

Section 5. The Parliamentary authority of this organization shall be Robert's Rules of Order.
APPENDIX P

STUDENT SEMESTER REPRESENTATIVES GUIDELINES
GUIDELINES FOR STUDENT CLASS SEMESTER REPRESENTATIVES

PRD (Professional Role Development) Class Representatives to Semester Committee

1. Two representatives should be selected—(volunteer or voted on) from each PRD class, or in the case of semester 1, the skills lab class. In the case of graduate students the Graduate Coordinator will select one graduate representative. Both students may attend the meeting or they may alternate attendance.

2. Each process class will allow five to ten (10) minutes for the general report of the representative(s) following the semester meeting.

3. The representative(s) who plan(s) to attend the meeting will submit an agenda to the Semester Chairperson prior to the scheduled meeting if he/she wishes to present a particular issue. Due to time constraints, students' time will be limited to 5 minutes so thoughtful comments/resolution ideas should be constructed.

4. Appropriate issues, concerns, questions, consensus, opinions, and suggestions which benefit the entire class will be given to the representatives by classmates for committee discussion.

5. The representative(s) will not address concerns involving an individual student and instructor. Such problems must be dealt with by the individual and the instructor according to the procedure outlined in the Conflict Resolution Procedures.

6. Each representative will receive a copy of the semester minutes as well as additional appropriate materials, electronically or through the course instructor where selections/elections originally took place.

Student Representative to Curriculum Coordinating Committee

Semester representatives will provide input to the Curriculum Coordinating Committee (CCC) through the faculty semester chairperson. One to two representatives may attend CCC to present student concerns by submitting agenda items to the semester meeting and Curriculum Coordinator the week prior to the CCC meeting.
APPENDIX Q

STUDENT AND VISITOR ACCIDENT REPORT

For student accident report, see
Human Resources web-link below, or
go to The Valley Foundation School of Nursing Departmental Office

http://www.sjsu.edu/hr/all_forms/#s
http://www.sjsu.edu/hr/docs/risk/forms/accident_student.pdf

For visitor accident report, see
Human Resources web-link below, or
go to The Valley Foundation School of Nursing Departmental Office

http://www.sjsu.edu/hr/all_forms/#v
APPENDIX R
ADVANCED PLACEMENT FOR REGISTERED NURSES

PLEASE SEE THE SCHOOL OF NURSING WEBSITE

www.sjsu.edu/nursing

Click on the link: Bridge RN-to-BS & click on advising slides
APPENDIX S

SIMULATION LABORATORY EXPERIENCE
Frequently Asked Questions About Simulation

Where are the Simulation labs located?

The third floor of the Health Building.

Will I be graded?

No. While pre- and post-tests may be given, they are used strictly for research purposes. The simulation lab provides students with the opportunity to become familiar with specific patient care situations in a safe learning environment.

What should I wear when I come to the simulation lab?

You are expected to be dressed as if you were going to clinical. It is expected that students will treat this experience as any other clinical day: Be on time, clean and neat, and well prepared. Although we want this to be an enjoyable learning experience, we also want you to take this experience seriously.

How do I prepare?

Check Canvas® and with your clinical instructor for specific instructions.

What do students say about their simulation experience?

"Thanks this was a valuable learning experience!"

"I would love to be able to do this more than once a semester."

"I enjoyed being able to apply my clinical skills. It is useful to deal with a patient situation in the sim lab first."

"It is great to have the sim lab to aid my learning process."

Is the simulation lab open at all times to all students?

No. At this time, the simulation lab is only open to nursing students by appointment through their nursing instructor.
APPENDIX T

NURSING STUDENT MALPRACTICE (Professional Liability) INSURANCE INFORMATION
San Jose State University
The Valley Foundation School of Nursing
Supplemental Professional Liability Insurance Requirement

Effective Beginning Date: Fall 2015

The California State University’s Student Professional Liability Program (SPLIP) applies to students who are enrolled in a nursing course and are participating in activities required to meet course objectives. This means that students who participate in not only clinical, but also in faculty-supervised activities, such as flu shot clinic, health fair, screenings etc., as part of their clinical experience are covered by the SPLIP.

The University’s Risk Manager has notified us that student nurses are not covered for liability when participating in any student organizations or community activities outside of class, regardless of faculty presence. Therefore, beginning in Fall 2015, all students in The Valley Foundation School of Nursing at San Jose State University will be required to purchase an individual professional liability policy through Nurses Service Organization (NSO). Many faculty members (and agency nurses) carry their own professional liability insurance through NSO.

1) Apply online at www.NSO.com
2) Cost is approximately $23/year for Unlicensed Student Nurses who are California residents; international students and students from out of state should use the local (California) designation; Cost is approximately $105/year for Licensed Registered Nurses in the student role. These costs are subject to change.
3) Coverage applies if you are participating in an activity in another state (e.g. working a health fair in Washington over summer break).
4) Coverage includes "Good Samaritan" coverage which applies to volunteer activities performed within the student’s scope of practice.
5) Provide a copy of your liability insurance to the Compliance Officer at the SON by August 1, 2015.
6) You will need to renew your malpractice insurance yearly.
APPENDIX U

B.S. NURSING PROGRAM

ATI / HESI COMPENTENCY EXAM PROCESS

For information, please contact the Nursing Retention Coordinator (Dr. Arlene Spilker – Arlene.spilker@sjsu.edu)
APPENDIX V

STUDENT FINANCIAL AID AND SCHOLARSHIP INFORMATION
SCHOLARSHIP Information

is located on
SJSU’s
The Valley Foundation
School of Nursing web site

FOR FURTHER INFORMATION PLEASE
CONTACT faculty, Dr. Arlene Spilker (Retention Coordinator)
and refer to SJSU Financial Aid, in subject heading of email
GUIDELINES FOR THE EMERGENCY LOAN

If you follow these guidelines, it will expedite and facilitate the processing of your application:

1. Print the information or preferably type it.

2. Fill out each blank with correct data. Do not make check marks in the spaces of items that request amounts of expenditures. We need the exact figures.

3. Submit the following to the Retention Coordinator at The Valley Foundation School of Nursing (HB 420):
   a. Application
   b. Promissory Note

4. If there are unusual circumstances or the student is in a crisis situation, the applicant should see the School Director. If there is not a crisis, but are unusual circumstances, the details must be written on the back of the application so that the committee has this information in writing. (An example might be that the student's car was totaled in an auto accident.)

CRITERIA THAT WILL BE USED TO GRANT THE LOAN:

1. Financial need of the student.

2. Degree and nature of outside responsibilities (such as work and family obligations).

3. Good standing in the program.

*** Return to the Nursing Retention Coordinator
EMERGENCY LOAN APPLICATION - page 1 of 2

Guidelines
1. Please type or neatly print application.
2. Fill out each blank with correct data. Do not make check marks in the spaces of items that request amounts of expenditures. We need the exact figures.
3. Submit the following to the Retention Coordinator at the Valley Foundation School of Nursing (HB 420):
   a. Application
   b. Promissory Note

Criteria which will be used to grant the loan
1. Financial need of the student.
2. Degree and nature of outside responsibilities (such as work and family obligations).
3. Good standing in the program.

Full Name ___________________________ Semester Level in Nursing _____
(Last) (First) (M.I.)
Social Security Number ___________________________

Home address ___________________________ Phone ( ) ________________
(City, State, Zip Code)
Email ___________________________

College address ___________________________ Phone ( ) ________________
(City, State, Zip Code)
Email ___________________________

Ethnic background ___________________________ Marital status _____________

Nursing Interest Area _____________________________________________

1. Academic achievement GPA in Nursing __________________ GPA Overall __________

2. Current Nursing Activities (e.g. School Committees, Volunteer Work, School, University, Process Rep, CNSA Officer)

   Describe involvement: _____________________________________________

3. Employed? ________ Hours per week: __________________________________

   Place of employment _____________________________________________

   Work phone ( ) ________________ ext. ________________________________

   Describe type of employment _______________________________________  

4. Are you? (Check) a nurses aid ____ an R.N. ____ an LVN ____ Other health care position ______

5. Financial Need:
### EXPENSES (note monthly and semester)

<table>
<thead>
<tr>
<th>General Expenses per semester</th>
<th>Amount (fill in blank)</th>
<th>School Expenses per semester</th>
<th>Amount (fill in blank)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent/board and room</td>
<td>Books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td>Tuition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>Uniforms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car Insurance</td>
<td>Equipment (scissors, stethoscope, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car Payment</td>
<td>Health Insurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gasoline</td>
<td>CNSA/Malpractice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical/Dental</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total General Expenses</strong></td>
<td><strong>Total School Expenses</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### STUDENT'S SEMESTER NET INCOME

<table>
<thead>
<tr>
<th>Students' wages, tips, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spouse's wages, tips, etc.</td>
</tr>
<tr>
<td>Other income</td>
</tr>
<tr>
<td>Parent's contribution</td>
</tr>
<tr>
<td>Grants/scholarships</td>
</tr>
<tr>
<td>Loans</td>
</tr>
<tr>
<td>Social Security benefits</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td><strong>Total Resources</strong></td>
</tr>
<tr>
<td><strong>Total Resources available for education</strong></td>
</tr>
</tbody>
</table>

6. Indicate the responsibilities you have outside of school: ____________________________________________

   ____________________________________________

7. Indicate financial aid or scholarships you have requested: _________________________________________

   ____________________________________________

8. Are you a parent? _____ Number of dependents: _____ Ages: _______________________________________

9. Unanticipated/emergency expenses: __________________________________________________________

10. Unusual predicted expenses (e.g. need new car, child's braces): _______________________________

   ____________________________________________

I, the undersigned, declare my intention of completing the nursing program at San Jose State University. The information provided is truthful to the best of my knowledge.

Signed ________________________________ Date ____________

*ALL INFORMATION ON THIS APPLICATION IS VOLUNTARY AND WILL BE HELD IN STRICTEST CONFIDENCE.*
San José State University The Valley Foundation School of Nursing's Promissory Note

(Date)

San José State University The Valley Foundation School of Nursing:

I, (Student Name - PRINT) ___________________________, SJSU ID# ________________

agree to pay back my emergency loan of $500.00 granted to me.

I will pay this amount by (Repayment Date) ____________________.

Sincerely,

__________________________________________
(Student Signature)

Directions: Student is to keep his/her own copy for records
APPENDIX W

PROGRAM OF STUDY
<table>
<thead>
<tr>
<th>SEM level</th>
<th>Course #</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEM 1 11 Units</td>
<td>N23 (3)</td>
<td>Pathophysiology - Theory 1</td>
<td>Introduction to biologic basis for health problems across the lifespan. Examines the pathophysiologic processes of a variety of diseases at the cellular, tissue, organ, and organ systems levels, as well as in the context of the whole individual.</td>
</tr>
<tr>
<td></td>
<td>N33 (2)</td>
<td>Professional Role Development I</td>
<td>An overview of the professional nursing role. Includes: nursing, core values, roles of the professional nurse, the nursing process, code of ethics, legal issues, Nurse Practice Act, and interpersonal communication skills in preparation for clinical practice.</td>
</tr>
<tr>
<td></td>
<td>N43 (3)</td>
<td>Pharmacology</td>
<td>Focus is on common examples from major medication classifications. Emphasizes the nurse's role in safe medication administration including assessments, interventions, and expected outcomes of commonly used medications.</td>
</tr>
<tr>
<td></td>
<td>N53 (3)</td>
<td>Skills in Nursing 1</td>
<td>A beginning simulation course for learning and practicing psychomotor and cognitive skills to prepare the student nurse to provide future direct care in the acute care setting. Includes: hygiene, safety, mobility, asepsis, medication administration, health assessment, interpersonal relationship skills.</td>
</tr>
<tr>
<td>SEM 2 12 units</td>
<td>N24 (4)</td>
<td>Adult Care Management I</td>
<td>Covers knowledge, skills, and attitudes required to provide safe nursing care to adults/older adults. A systems approach integrates concepts of health promotion, disease prevention, and evidence-based interventions related to actual/potential alterations in: oxygenation, circulation, metabolism, and elimination.</td>
</tr>
<tr>
<td></td>
<td>N34 (1)</td>
<td>Professional Role Development II</td>
<td>Focus is on the role of the professional nurse in providing patient-centered care, applying principles of the nursing process, professional communication, evidence-based practice and quality improvement in the acute care setting.</td>
</tr>
<tr>
<td></td>
<td>N44 (3)</td>
<td>Adult Care Clinical Practicum I (9 hrs/week)</td>
<td>Focus is on applying the nursing process to provide safe, client centered nursing care to acute and chronically ill adults and older adults in the acute care setting.</td>
</tr>
<tr>
<td></td>
<td>N128 (2)</td>
<td>Evidence-Based Nursing Practice</td>
<td>Focus is on research methodology and terminology related to nursing process and evidence based nursing practice.</td>
</tr>
<tr>
<td></td>
<td>N54 (2)</td>
<td>Skills in Nursing II</td>
<td>A simulation course for the learning and practice of advanced psychomotor and cognitive skills used to provide direct care in the acute care setting, Skills include: IV therapy, venipuncture, trach care, wound care, NG tubes, blood transfusions, and postmortem care.</td>
</tr>
<tr>
<td>SEM 3 10 units</td>
<td>N126 A and B (2 + 2 units)</td>
<td>Maternal-Child Health Theory</td>
<td>Focus is on direct health care of children and the child-bearing family in various health care settings. Exploration of biopsychosocial processes involved in health, life transitions, and illness with identification of related preventive and therapeutic nursing behaviors.</td>
</tr>
<tr>
<td></td>
<td>N136 (2)</td>
<td>Professional Role Development III</td>
<td>Expansion of the professional role in the childbearing-childrearing setting to include the further application of: evidence-based practice, therapeutic communication, developmentally appropriate teaching/learning strategies, informatics, health literacy, developmental and cultural assessment, leadership and ethical principles, grief and loss.</td>
</tr>
<tr>
<td></td>
<td>N146 A (2)</td>
<td>Pediatric Clinical (6.5 hrs/week)</td>
<td>Focuses on providing family centered care to culturally diverse childrearing families and children using concepts of systems theory in acute care, home, and community settings.</td>
</tr>
<tr>
<td></td>
<td>N146 B (2)</td>
<td>Maternal Health Clinical (6.5 hrs/week)</td>
<td>Focuses on providing family centered care to culturally diverse childbearing families using concepts of systems theory in acute care, home, and community settings.</td>
</tr>
</tbody>
</table>
| SEM 4 | N125 (4) | Adult Care Management II  
Focus is on concepts and care related to adult medical-surgical clients in the acute care setting. Systems approach integrates human responses to alterations in physiological functioning related to disorders of the musculoskeletal, neurological, gastrointestinal, integumentary, endocrine systems and oncologic disorders. |
| SEM 5 | N133 (2) | Professional Role Development IV  
Focus is on the role of the professional nurse in providing patient-centered care, applying principles of the nursing process, professional communication, evidence-based practice and quality improvement in the acute care setting. |
|      | N145 (4) | Adult Care Clinical Practicum II  
(12 hrs/week= two 6.5 hr shifts) Focus is on applying the knowledge, skills, and attitudes required to provide safe, client-centered care to acute and chronically ill adults and older adults in a variety of settings. |
| SEM 6 | N127B (2) | Community Health Nursing Theory  
Utilize a systems approach to integrate the study of community and public health nursing care for culturally diverse individuals, families, and communities with complex health problems, and promotion of health and wellness across the lifespan. |
|      | N147B (3) | Community Health Clinical  
(9 hrs/week) Applies nursing process to care of clients from diverse populations in the community in a variety of settings. Utilizes a systems approach to promoting health and wellness for individuals and groups across the lifespan. |
|      | N127A (2) | Psychiatric/Mental Health Theory  
Concepts for nursing in psychiatric-mental health settings with clients from culturally diverse backgrounds. Systems approach integrates psychiatric/mental health nursing care for individuals, families and communities with complex health problems. |
|      | N147A (or N147A-I if offered) (2) | Psychiatric/Mental Health Clinical  
(6.5 hrs/week) Supervised participation in nursing and healthcare of clients with psychiatric-mental health problems in varied settings. Concepts include a systems approach to therapeutic communication and relationships, evidence-based care, symptom management, teaching/learning, leadership, and collaboration with other healthcare workers. |
|      | N137 (2) | Professional Role Development V  
Using a collaborative learning environment, students acquire professional role competencies for community health and psychiatric/mental health nursing practice. |
| SEM 6 | N138A (3) | Professional Role Development VI  
Focus is on demonstration of the professional nurse role. Includes integration of theoretical concepts and clinical practice skilled know-how into the practice setting. Encompasses models and theories of nursing management and leadership, communication, economics, quality improvement, ethics, and safety. |
|      | N148A or N148A-I (4) | Senior Preceptorship  
(12 hrs/week- Equivalent to 180 clinical hrs, which includes mandatory conference time)  
Independent, precepted experience in a clinical setting. Uses a systems approach integrating knowledge of research, leadership, pathophysiology, and nursing into practice. |
APPENDIX X

PRIVACY RIGHTS OF STUDENTS IN EDUCATION RECORDS

www.sjsu.edu/registrar/services/faculty_staff/
From 2010 SJSU Catalog Online: Privacy Rights Of Students In Education Records

The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted there under (34 C.F.R. 99) set out requirements designed to protect students’ privacy in their records maintained by the campus. The statute and regulations govern access to certain student records maintained by the campus and the release of such records. The law provides that the campus must give students access to most records directly related to the student, and must also provide opportunity for a hearing to challenge the records if the student claims they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade determined by the instructor.

The law generally requires the institution to receive a student’s written consent before releasing personally identifiable data about the student. The institution has adopted a set of policies and procedures governing implementation of the statute and the regulations. Copies of these policies and procedures may be obtained at (designate location on campus). Among the types of information included in the campus statement of policies and procedures are: (1) the types of student records maintained and the information they contain; (2) the official responsible for maintaining each type of record; (3) the location of access lists indicating persons requesting or receiving information from the record; (4) policies for reviewing and expunging records; (5) student access rights to their records; (6) the procedures for challenging the content of student records; (7) the cost to be charged for reproducing copies of records; and (8) the right of the student to file a complaint with the Department of Education. The Department of Education has established an office and review board to investigate complaints and adjudicate violations. The designated office is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

The campus is authorized under the Act to release “directory information” concerning students. “Directory information” may include the student’s name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees, honors, and awards received, and the most recent previous educational agency or institution attended by the student. The above-designated information is subject to release by the campus at any time unless the campus has received prior written objection from the student specifying what information the student requests not be released. Written objections should be sent to the Registrar’s Office. It should be noted, however, that university policy 568-20 is more restrictive than the law. SJSSS policy guidelines indicate that the only directory information routinely released to outside parties without student consent is enrollment status and degree completion (if applicable). Requests for addresses and telephone numbers are not honored, especially if requested for commercial purposes.

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons have responsibilities in the campus’s academic, administrative or service functions and have reason for accessing student records associated with their campus or other related academic responsibilities. Student records may also be disclosed to other persons or organizations under certain conditions (e.g., as part of the accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; or to other institutions to which the student is transferring). Records maintained by the University and the official custodians of such records are noted below:

<table>
<thead>
<tr>
<th>Academic</th>
<th>Registrar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Department Chair or College Dean</td>
</tr>
<tr>
<td>Admission</td>
<td>Director of Admissions</td>
</tr>
<tr>
<td>Career Services</td>
<td>Director of the Career Center</td>
</tr>
<tr>
<td>Disability Resources</td>
<td>Director of the Disability Resource Center</td>
</tr>
<tr>
<td>Disciplinary</td>
<td>Chief Judicial Affairs Officer</td>
</tr>
<tr>
<td>Financial Accounts</td>
<td>University Bursar/Bursar’s Office</td>
</tr>
<tr>
<td>Financial Aid/Scholarships</td>
<td>Director of Financial Aid and Scholarships</td>
</tr>
<tr>
<td>Student Activities/Organizations</td>
<td>Director of Student Involvement</td>
</tr>
<tr>
<td>University Housing</td>
<td>Director of University Housing Services</td>
</tr>
</tbody>
</table>

Counseling and medical records are regulated strictly under applicable California and Federal Law (as well as by some licensing agencies) and if used for treatment, they are maintained separately from educational records. Law enforcement records that are maintained separately from other educational records generally are not considered education records. For more information, please contact Counseling Services, the Student Health Center or the University Police Department, respectively.

If you would like a copy of the University’s Policy on Educational Rights, Privacy and Control of Student Records Information, which conforms to the requirements of the Law, please download the Fall 2009 FERPA Bulletin at http://www.sjsu.edu/registrar/docs/2009_FERPA_Bulletin.pdf. Members of the University community who have general questions regarding student records should contact the Registrar/University FERPA Compliance Officer (408-924-2012). For specific questions regarding registration and admissions records, please contact the Registrar (408-924-2012). For investigations, process and review complaints under the Law, please contact the United States Department of Education’s Office of Family Policy Compliance (400 Maryland Ave., SW, Washington, D.C. 20202-4605; website: http://www2.ed.gov/policy/gen/qsld/fcoa/index.html) or Telephone (202) 260-3887 or TDD (202) 260-8956. 

2015-2016 Student Handbook-Nursing

114
APPENDIX Y

THE VALLEY FOUNDATION SCHOOL OF NURSING's MISSION STATEMENT
SJSU
THE VALLEY FOUNDATION SCHOOL OF NURSING
MISSION STATEMENT

"The Mission of The Valley Foundation School of Nursing is to: Provide educational excellence in the science and art of professional nursing while empowering our graduates to be responsible and knowledgeable clinicians, leaders, and scholars who will meet changing global healthcare needs."

Dec 2012
APPENDIX Z

CA Board of Registered Nursing Background and Enforcement Procedure (as of 2013)
(On Nursing web page under "Policies")
Dear Nursing Program Director/Chair,

The Board of Registered Nursing's (BRN) Enforcement Division needs your help to assist your graduates with enforcement concerns, to sit for the NCLEX as soon as they are ready.

Applications that result in review by enforcement staff are delayed due to lack of supporting documentation enabling BRN staff to make a prompt decision to approve or deny the application. When your students fill out a licensure application, please instruct them to include all of the following information CLEARLY LABELED, with their application packet:

**Written Statement:**
- A written statement from the applicant, in their own words, describing the incident(s), date(s) incident(s) occurred, outcome (ex. paid fine, placed on probation, court ordered classes or rehabilitation), and any rehabilitative efforts or changes to prevent future occurrences.

**Certified Arrest/Incident Reports:**

*NOTE:* Court documents **DO NOT** include arrest reports and **MUST** be requested separately.

- Contact the arresting agency for this report. The arresting agency is the agency that conducted the arrest and/or issued the citation (ex. Highway Patrol, Police Department, Sheriff's Office). If the arrest documents are purged or unavailable, please provide a letter or proof from the arresting agency which confirms that information.
- If the arrest is for **DUI** ensure the Blood/Breath Alcohol Content (BAC) is included in the report.

**Certified Court Documents:**
- Contact the court to get a certified copy of all court documents pertaining to the conviction(s) including satisfaction/compliance with all court ordered probation orders.

**Evidence of Rehabilitation:**
- Include completion certificates of court ordered/voluntary rehabilitation.

**Reference Letters for Alcohol or Drug Related Convictions:**
- Recent, dated letters from professionals in the community; for example, AA/NA Sponsor, counselor, probation officer, employer, instructor, etc. who can address an awareness of the past misconduct and current rehabilitation; for example, use/non-use of alcohol/drugs. The letters must be signed and dated by the author of the letter within the last year.
Reference Letters for all other Convictions:
- Recent, dated letters from professionals in the community; for example, counselor, probation officer, employer, instructor, etc. who can address an awareness of the past misconduct and current rehabilitation; honesty/integrity, management of anger/stress. The letters must be signed and dated by the author of the letter within the last year.

Work Performance:
- A copy of a recent work evaluation or review which may or may not be from a health related agency.

NOTE: FOR TRAFFIC CITATIONS > $300.00
- A letter of explanation is all that is required

Please advise your students that phone calls requesting application status further delays the process for everyone. Calls to analysts should not be made until a file has been in enforcement for at least 4 weeks (not 4 weeks since the application was submitted to the BRN).

The goal is to complete enforcement reviews and return applicant files to licensing staff within two weeks of receipt in enforcement. This can only be accomplished if all required documents are included at the time of application and phone calls are limited.

Thank you for your assistance.

Sincerely,

[Signature]

Marcia L. White
Complaint Intake Manager
California Board of Registered Nursing

Revised 9/25/13
Appendix AA

The Valley Foundation of School of Nursing

Contract for Social Media Conduct
Fall 2013
Contract of Social Media Conduct

As a condition of my participation in clinical rotations, I agree to comply with all state, local, and federal requirements governing the privacy of patient information. Those privacy requirements have been explained to me, and I have had training in complying with these requirements. I agree to uphold all HIPAA and other privacy requirements during my clinical rotations.

I understand that I am bound to comply with all privacy requirements when I am not in the clinical environment, including in my conversations with family, friends, and peers. I will be held accountable for maintaining the privacy of any information I obtain, see, or am given during my clinical rotations. To uphold the privacy of such information, I agree not to post or discuss any clinical experience or information regarding my experience with the clinical agency, its staff, or its clients/patients on any internet social media (Facebook, Twitter, emails, MySpace, and any others not mentioned).

I understand that administration periodically searches the internet for breaches in its privacy policies. I will be prohibited from returning to the clinical site if I violate any privacy requirement in any regard. Such violation may also result in a delay in completing my degree requirements or in further disciplinary action against me by the University.

Date: ________________________________

Student Name (print): ________________________ Student ID __________________________

Student Signature: ________________________________

Semester Level __________________

Effective beginning Fall 2013
Appendix BB

The Valley Foundation of School of Nursing

BRN Guidelines
for Concurrency of Courses for BSN Program
Fall 2013
San Jose State University

The Valley Foundation School of Nursing

Theory & Clinical Progression/Concurrency Policy as of May 14, 2013

For those ongoing nursing majors, entering Special Progression due to nursing course failure:

According to the 2013 BRN (Board of Registered Nursing) California Nursing Practice Act—Regulations and Related Statutes 1426.(d) Required Curriculum: “Theory and clinical practice shall be concurrent.” Effective May 14, 2013, students who did not achieve a passing grade in either a Theory course (N 24, N 125, N 126, N 127A, N 127B) or a Clinical course (N 44, N 145, N 146A, N 146B, N 147A, N 147B) and will be repeating either of these courses, the concurrent course must be taken during the same semester. Students who need to repeat a Theory course will be offered a NURS 180 with equivalent units to participate in the related clinical. Students who need to repeat a Clinical course will register for a NURS 180 for equivalent units to participate in the related theory class. An individual contract will be developed by the Undergraduate Coordinator or the Student Retention Coordinator (or designee).

For those ongoing nursing majors, already on Special Progression due to part-time status:

According to the 2013 BRN California Nursing Practice Act—Regulations and Related Statutes 1426.(d) Required Curriculum: “Theory and clinical practice shall be concurrent.” Effective May 14, 2013, students who are taking either a Theory course (N 24, N 125, N 126, N 127A, N 127B) or a Clinical course (N 44, N 145, N 146A, N 146B, N 147A, N 147B) for a grade, also must take the concurrent course during the same semester. Students who need to enroll in a Theory course will be offered a NURS 180 with equivalent units to participate in the related clinical. Students who need to enroll in a Clinical course will register for a NURS 180 for equivalent units to participate in the related theory class. An individual contract for the NUS 180 will be developed by the Undergraduate Coordinator or the Student Retention Coordinator (or designee).

For those ongoing nursing majors, entering Special Progression due to part-time status:

According to the 2013 BRN California Nursing Practice Act—Regulations and Related Statutes 1426.(d) Required Curriculum: “Theory and clinical practice shall be concurrent.” Effective May 14, 2013, students who are planning to take a part-time course load must take Theory and Clinical during the same semester. An individual NURS 180 contract will be developed by the Undergraduate Coordinator or the Student Retention Coordinator (or designee).
APPENDIX DD

Near Miss/ Error Policy and Forms
Safety is the responsibility of students and faculty at the VFSON and the School's policy on Professional Safe Practice addresses the broader area of safety in all aspects of the School of Nursing. This policy addresses the issues of errors and practice breakdowns. In the School's clinical settings the students may make an error, experience a near miss situation, witness someone else making and error, and/or intervene and prevent an error from occurring.

In order to establish and maintain a culture of safety as set forth in the Professional Safe Practice Policy, openness must be a part of the environment. There must be an acceptance of the fact that errors and practice breakdowns occur and an understanding that the best way to prevent them is through the sharing of these events. Lack of reporting of errors creates a culture of silence and has negative consequences in a learning environment.

According to Sherwood and Barnsteiner (2012), having a system of reporting and dealing with errors and near misses is one way to prevent more serious and similar errors from occurring, the nursing school must set a standard while eliminating practices that lead to punitive responses for making a mistake. Additionally, while mistakes are tolerated and are a part of the learning process; there is zero tolerance for careless, reckless, and intentionally risky behavior. It is the intent of this policy to define these differences and support students and faculty who share the errors that they make, witness, and prevent.

A. POLICY:

(1) All students are encouraged to document their own errors, near misses, witnessed errors, and errors they prevent. They should share these with their clinical faculty.
(2) Documents will then be turned in to the Quality Safety Officer who will categorize responses and provide non-punitive feedback and coaching to the student.

B. DEFINITIONS:

Error: An error is defined as the act of not completing a planned action as intended or achieving an aim by means of an incorrect plan. Errors can occur even when individuals have the knowledge to perform a task correctly (Kohn, Corrigan, & Donaldson, 2000; Reason, 1990).

Near Miss: An incident that did not cause harm; events, situations, or incidents that could have caused adverse consequences and harmed a patient but did not. Sometimes referred to as a good catch, close call, or almost error (Cooper, 2012; Sherwood & Barnsteiner, 2012).

Witnessing an error: A situation where a provider, family member, or other person observes an error or breakdown in practice.

Preventing an error: Any intervention that interrupts the occurrence of an error being made. Prevention can occur in many forms and situations. It may be an instructor bringing a potential
error to the attention of a student; it may be a student bringing a potential error to the attention of their preceptor.

Just Culture: A culture and environment where nursing students and faculty are encouraged and empowered to disclose near misses and mistakes through a reporting system and to identify areas where additional teaching and learning strategies are needed in order to improve student performance. In a just culture, there is a shift from establishing blame and punishing someone for a mistake to a systematic analysis for the purpose of learning and change. (Sherwood in Sherwood & Barnsteiner, 2012, p. 13).

C. PROCEDURE:
STEP 1: When an actual error is made in the clinical setting, the nursing student follows the protocol set by the health care institution, with the guidance of the nurse preceptor and clinical faculty when an error occurs. This protocol includes completion of an incident report plus verbal communication to the physician, manager, and patient. Reports of near miss, error prevention, and witnessing an error are typically not recorded in health care institutions, therefore the student will only be following the School’s protocol for those events.

STEP 2: Next, the student completes the School of Nursing error or near-miss reporting tool. The error forms include student name, faculty, course name, semester, clinical institution, and nursing unit. The description of the error event does not include identifiers of the patient, in compliance with privacy laws.

STEP 3: The completed forms are returned to the Quality Safety Officer (QSO) electronically, or a hard copy is provided. The QSO manages the reporting system. Collecting and reviewing error and near-miss reports is an ongoing process. Each report is analyzed and addressed in terms of the three types of behavior.

- An error report describes one of three types of behavior: normal or human error, at-risk behavior, and reckless behavior.
- The QSO manages the reporting system. In a just, or blame-free, culture, faculty must recognize that competent faculty and students make mistakes. Consoling and coaching will be needed in response to reporting errors, with the understanding that a zero tolerance policy will be followed when reckless behavior is identified. The type of error dictates the response.

STEP 4: When an error is reported and a root cause analysis is completed, blame is not projected, but parties must be responsible for the error.

STEP 5: The QSO also creates a dashboard tool to summarize error and near miss events in an easy-to-read fashion. TERCAP (Taxonomy of Error, Root Cause Analysis, and Practice Responsibility) will be used to categorize errors (Benner, Malloch, & Sheets, 2010).

1. Error in medication administration
2. Breakdown in clearly communicating patient data and clinical assessments (this includes oral and written communication)
3. Breakdown in attention and surveillance
4. Faulty clinical reasoning or judgment
5. Failure to prevent
6. Failure to intervene
7. Misinterpretation of orders
8. Failure to advocate or breakdown in professionalism

STEP 7: To facilitate a change in the culture of reporting, prompt feedback will be provided to the student within 2 weeks. The QSO will send reports to PRD faculty to review and present to class as appropriate. The summary report does not include names of individuals. Reports will also be made once per semester at the full faculty meeting. Dissemination of information to the health care institutions is also part of the QSO plan.

References
<table>
<thead>
<tr>
<th>Directions</th>
<th>Fill out form after incident occurs, preferably within 48 hours. Brief, concise and without use of unapproved abbreviations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEAR MISS</td>
<td>&quot;an incident that did not cause harm; events, situations, or incidents that could have caused adverse consequences and harmed a patient but did not.&quot; (QSEN, 2012)</td>
</tr>
<tr>
<td>Definition</td>
<td>* Who did it affect or could have affected? (patient, staff)</td>
</tr>
</tbody>
</table>
| What      | 1. Error in Medication Administration  
| *Select all that apply* | 2. Breakdown in Communication (Oral or Written)  
|            | 3. Breakdown in Attention and Surveillance  
|            | 4. Faulty Clinical reasoning or judgment  
|            | 5. Failure to prevent  
|            | 6. Failure to Intervene  
|            | 7. Misinterpretation of orders  
|            | 8. Failure to advocate or breakdown in professionalism |
| When      | 1. Date and time of the occurrence. |
| Where     | 1. Where did it happen? (in patient’s room, Pyxis, hallway)  
|            | 2. What facility? |
| Why       | 1. Factors, reasons, issues leading up to the event (busy assignment, change in patient’s VS or LOC, distracted)  
|            | 2. Was help available? Did you ask for help?  
|            | 3. Did you look up the policy before and or after the event occurred? |
| *How Serious (optional)* | 1. Capacity to cause harm  
|                      | 2. Event occurred but did not cause harm  
|                      | 3. Required intervention to decrease adverse effects |
| Describe what could/should be done differently next time: |
| **Student RN (Optional)** | Print and sign name. **along with semester and year |
| DIRECTIONS | 1. Fill out form after incident occurs, preferably within 48 hours.  
2. Brief, concise and without use of unapproved abbreviations. |
| WHAT | From the definitions below, select the type(s) of event: |
| Error: The act of not completing a planned action as intended or achieving an aim by the means of an incorrect plan; it can occur even when the individual has the knowledge to perform a task correctly” (QSEN, 2012) |
| Near Miss: An incident that did not cause harm; events, situations, or incidents that could have caused adverse consequences and harmed a patient but did not.” (QSEN, 2012) |
| Witnessing an error: A situation where a provider, family member, or other person observes an error or breakdown in practice” (QSEN, 2012) |
| Preventing an error: Any intervention that interrupts the occurrence of an error being made; prevention can occur in many forms.” (QSEN, 2012) |
| Select all that apply: | 1. Error in medication administration  
2. Breakdown in communication (oral or written)  
3. Breakdown in attention and surveillance  
4. Faulty clinical reasoning or judgment  
5. Failure to prevent  
6. Failure to intervene  
7. Misinterpretation of orders  
8. Failure to advocate or breakdown in professionalism |
| WHEN | Date and time of the occurrence. |
| Describe the event: | |
| WHO | Who did it affect or could have affected? (patient, staff) |
| WHERE | 1. Where did it happen? (in patient’s room, Pyxis, hallway)  
2. What facility?  
3. What unit? |
**SJSU: The Valley Foundation School of Nursing**

**NURSING STUDENT OCCURRENCE REPORT**

| WHY | Factors, reasons, issues leading up to the event (busy assignment, change in patient's VS or LOC, distracted) 
Was help available? Did you ask for help? 
Did you look up the policy before and/or after the event occurred? |
| --- | --- |
| **How Serious** | 1. Capacity to cause harm 
2. Event occurred but did not cause harm 
3. Required intervention to decrease adverse effects |
| **Describe what should be done differently next time:** | |
| **Was instructor notified of occurrence? Yes or no? Please include date and time** | |
| **What was the resolution of the occurrence?** | |
| **Student submitting** | Name, semester and year |

**Quality Safety Officer use only:**

| **What follow-up was done?** | |
| **Quality Safety Officer** | Date and time QSO responded |
APPENDIX DD
Faculty Report of
Unsatisfactory Student Achievement
SAN JOSE STATE UNIVERSITY
The Valley Foundation School of Nursing

REPORT OF UNSATISFACTORY ACHIEVEMENT

Date: ______________________

Student’s Name (print) ________________________________  Student I.D. # __________________

is not meeting the course objectives/requirements for (course #) __________________ and is in danger
of not receiving a satisfactory grade or is receiving an unsatisfactory grade.

Summary of data related to the unsatisfactory status. Use back or additional paper if needed:

________________________________________________________________________________________

Remediation plan, if any. Use back or additional paper if needed:

________________________________________________________________________________________

This is a (circle one or BOLD which term applies (and delete other word): MIDTERM FINAL
determination of grade.

Instructor’s Name (print) ________________________________

________________________________________________________________________________________

Instructor’s signature ________________________________ Date ________________

________________________________________________________________________________________

(Note: Student’s signature indicates neither agreement nor disagreement)- But only that is receiving a copy of
this notice)

Student’s Signature ________________________________ Date ________________

Student comments. Use back or additional paper if needed:

________________________________________________________________________________________

Give copy to: Student ( )  Semester Chairperson ( )  Student Retention Coordinator ( )
Undergraduate/Graduate Coordinator ( ) and Director ( )

2015-2016 Student Handbook-Nursing 132
APPENDIX EE
Student HIPPA Disclosure Form
This form explains how medical and other private information about you may be used and disclosed while you are in the nursing program, and your compliance responsibilities. Please read this carefully before signing the first copy, save the second copy as a reference for your records.

Disclosure Policy
Under the Health Insurance Portability and Accountability Act (HIPAA) of 1996, The Valley Foundation School of Nursing, California State University San Jose (SJSU) must comply with regulations from the office of Civil Rights, Department of Health and Human Services (DHHS) instituted April 14, 2003. This includes the privacy rule which identifies protected health information (PHI) in regards to the release of medical and other identifiable information that is written, on paper or orally communicated.

Privacy Rule
Under the Privacy Rule, students must be provided with a clear written explanation of how the School of Nursing (SON) may use and disclose their health information. Students have the right to review the student file; request amendments; and obtain an accounting of disclosures as to their health information. The student also has the right to file a formal complaint with the School of Nursing, SJSU as well as the Department of Health and Human Services about violations of the provisions of the Privacy Rule. The student must authorize the use and disclosure of their health information in writing.

Security standards under HIPAA require that administrative, technical, and physical safeguards including access controls, staff training, policies and procedures are in place to protect your personal information.

Applicability of Notice Disclosure
The Valley Foundation School of Nursing (TVFSON) at San Jose State University educates nursing students to be providers of health care in association with other professionals and organizations. The privacy practices in this notice will be followed by:

a. All faculty and staff of the School of Nursing
b. Any clinical agency with which we share health information.

We understand that medical information about a student is personal and are committed to protecting each student’s privacy. In an effort to provide highest quality medical care and to comply with certain legal requirements, we will:

a. Keep your medical information private
b. Provide you with a copy of this notice
c. Follow the terms of this notice
d. Notify you if we are unable to agree to a restriction that you have requested.
e. Accommodate reasonable request by you for us to communicate health information by alternative means or at alternative sites.

Compliance responsibilities of the student
All students in TVFSON at SJSU must comply with mandatory clinical agency/TVFSON requirements to be eligible to participate in clinical/skill courses. This includes documentation of:

- A clear background check and drug screening upon admission to TVFSON
- Repeat background and drug screenings as required by individual agencies
- A Health Statement providing clearance for participation in clinical care
- Current immunizations* / titers (proof of immunity) / flu shot documentation
- Annual CPR and TB testing
- Proof of Health Insurance and Malpractice Insurance

Required documentation must be received by TVFSON’s Compliance Coordinator on July 1 for students beginning the nursing program in the fall semesters, and January 1 for students beginning the nursing program in spring semesters.

Agency specific requirements, such as mask fit testing, must be completed within the first 2 weeks of the semester or as required by the individual course instructor and/or agency.
Students who fail to produce documentation by the stated deadline will be required to drop / withdraw from the clinical / skills course and the corresponding theory course per the Board of Registered Nursing - California Code of Regulation Title 16 1426(d).

*Health requirements are subject to change, and are included with the acceptance letter. Please refer to this document for current requirements.

How your information may be used and examples of disclosure
We will disclose medical information about you to support your training in clinical agencies to which you will be assigned throughout your nursing program. These agencies require that we validate that each clinical student has completed the appropriate health screenings, are up to date on appropriate vaccinations, have completed background checks and drug screenings, have appropriate health insurance, have had medical clearance to participate in clinical, and have appropriate malpractice insurance, that they individually require.

Examples of Disclosure
Staff members working in a given clinical agency, typically the Education Department require that prior to the beginning of each clinical rotation the assigned clinical faculty submits a list of their students and verifies by signature that these students have completed their required health screenings.
The Compliance Officer at the SON at SJSU will provide the clinical instructor with a print out of your health information. Clinical faculty at the beginning of the semester will review your student file for purposes of accurately verifying the information required as noted above.

Note*: We may disclose medical information about you without your prior authorization for several reasons including:

- Public Health – We may disclose your health information to public health or legal authorities charged with preventing or controlling disease, injury, disability, child abuse or neglect, etc. as required by law.
- Clinical Associations – The professional associations between the SJSU TVFSON and the clinical agencies to which students are assigned throughout their clinical training necessitates that certain information regarding your health screening be verified prior to your beginning your clinical experiences. To protect your health information we require all our clinical associations to appropriately safeguard your information.

I, __________________________________________ hereby authorize the release of any PHI that may include medical, health

(Please Print your Full Name)
screenings, vaccinations, background checks and drug screenings, health insurance, medical clearance and malpractice insurance information that I have disclosed to the School of Nursing for the purposes of meeting the requirements of any and all clinical agencies to which I may be assigned. I am acknowledging that a copy of this form is available on the SON website and in the student handbook.

____________________________  
Signature

____________________________  
Date

____________________________  
Student ID

____________________________  
Semester:

____________________________  
Witness