**Handbook for Nursing Students**

at San Jose State University’s

The Valley Foundation School of Nursing

**AY 2021-2022**

**Compiled by Dr. Sue Malloy,**

**Undergraduate Coordinator**

SAN JOSE STATE UNIVERSITY

The Valley Foundation School of Nursing

AY 2021/2022

Handbook for Nursing Students

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INTRODUCTION

The Valley Foundation School of Nursing offers four programs: a baccalaureate program, a master's program, a jointly-sponsored DNP (Doctor of Nursing Practice) Program), and as of Fall 2017, a Family Nurse-Practitioner program. The program began its own DNP program in 2019, having previously been associated with Fresno State. This handbook is primarily intended for students already 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](http://www.sjsu.edu/nursing), or at the School’s main office, Health Bldg. (HB) 420. Information about current admission practices is updated frequently and placed on the School’s web page <http://www.sjsu.edu/nursing> .

The baccalaureate nursing 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 (known as the RN-to-BSN program).

The baccalaureate nursing program in nursing at The Valley Foundation School of Nursing at San Jose State University is accredited by the Commission on Collegiate Nursing Education (CCNE) <http://www.ccneaccreditation.org> . The program also has approval through the California State Board of Registered Nursing (California BRN).

IMPORTANT! All prospective students for any nursing program must not only complete the SJSU University application ([www.calstate.edu/apply](http://www.calstate.edu/apply) ) but also must apply to the specific nursing program at SJSU, if he/she meets the School’s specified criteria ( see nursing web page-sjsu.edu/nursing).

**COVID-19 information (as of Fall 2020**): The University web site for most up-to-date information is listed at either <https://www.sjsu.edu/healthadvisories/> or [go.sjsu.edu/sjsu-adapt.](http://go.sjsu.edu/sjsu-adapt) Fall 2020 classes will be largely online while the University stays within certain Covid-19 established levels.

**Isolation and Quarantine for Communicable Diseases:**  In the event a nursing student qualifies for isolation or quarantine as determined by a local public health department, the faculty and administration will adhere to guidelines as set forth by the Centers for Disease Control and Prevention, the Santa Clara and State Departments of Health, and the guidelines set forth with SJSU (see above listed web sites). Curricular issues caused by a student's adherence to public health isolation/quarantine guidance will be evaluated on a case-by-case basis to meet student needs and program requirements. The student is responsible for providing documentation regarding isolation/quarantine protocols from the local public health department. Further information about COVID-19 guidelines specific to student nurse health care placements is listed in Appendix JJ.

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 for School is directly responsible to the Dean of the College of Health and Human Sciences, 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. Being a member of the Division within the College of Health and Human Sciences has strengthened the administrative relationship and representation between The Valley Foundation School of Nursing and the rest of the College, 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 (and as of Fall 2017, there will be a Family Nurse Practitioner Coordinator); 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 Curriculum Coordinating Committee. See the following ( Figure 1 - a diagram of the organizational chart of The Valley Foundation School of Nursing).

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 goal statements of the California State University system and the College of Health and Human Sciences 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 consensual 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.

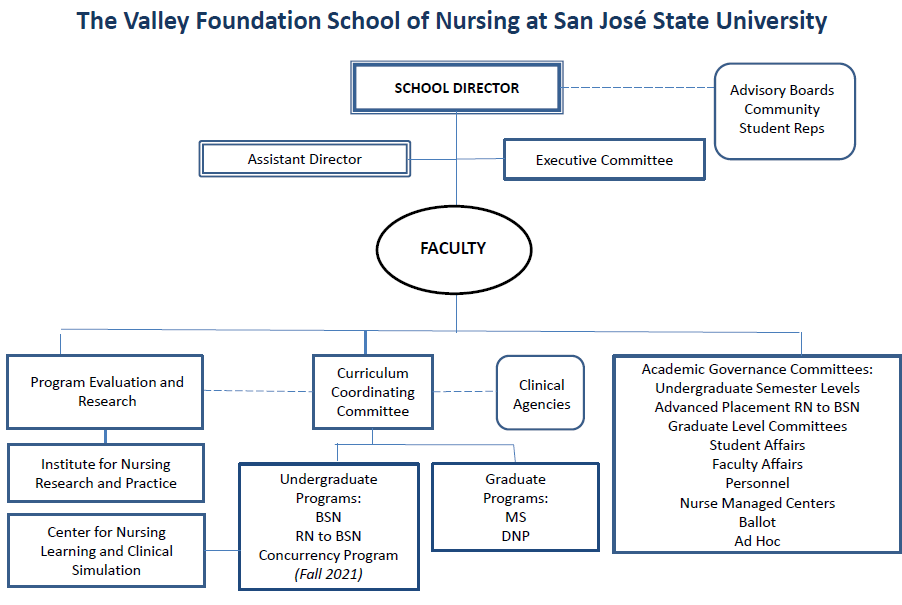
A person's learning is an interactive process fostered by an experiential milieu of inquiry and creativity. Nursing faculty take into consideration the individual differences of students, including their cultural and ethnic backgrounds, learning styles, goals, and support systems.

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. [See the following page for updated organizational chart]

Figure 1-Organizational Chart



*Approved. 4/29/14; 5/2018; 5/2021 - TVFSON Organization Chart*

##### 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 of The Valley Foundation School of Nursing is to*:

“Provide educational excellence in the science and art of professional nursing to empower our graduates to be responsible and knowledgeable clinicians, leaders, and scholars who strive to meet changing global healthcare needs.” (5/2016).

# 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 Health and Human 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 is 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 in Fall 2010. The most recent curriculum change occurred with students newly-admitted to begin Fall 2020. Currently, 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. The School offers an RN-to-BSN program as well as the generic BSN program.

# 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. Critical thinking and problem-solving are emphasized throughout the curriculum.

**PREREQUISITES TO THE B.S. NURSING MAJOR (as of Fall 2020)**

BIOL 65 Human Anatomy 4 units\*

BIOL 66 (SPR only) Human Physiology (**Spring only @SJSU**) 5 units\* (Recommended Prereq. CHEM 30A)

CHEM 30A Intro to CHEM-Inorganic 3 units\*

MICR 20 Microbiology 5 units (Prereq: CHEM 30A)

COMM 20/20N Public Speaking 3 units\*

ENGL 1A Composition 3 units\*

AREA A3 Critical Thinking 3 units\*

STATS 95 Elementary Statistics 3 units \* (or HS 67)

* NOTE: NUFS 08 (not NUFS 09), CHAD 70, and Psych 1 must be completed prior to applying ***or*** during the actual semester the student is applying.

PSYC 1 General Psychology 3 units\*

CHAD 70 Development of Human Potential 3 units\* (Birth to Death)

NUFS 08. Nutrition for the Health Professions 3 units

[NOTE: Beginning Fall 2020 (NURS100 We-Evidence Based Nursing) covers area Z of SJSU studies]

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.).

**Table 1**

OUTLINE OF NURSING COURSES FOR THE GENERIC UNDERGRADUATE PROGRAM

for those who began the Nursing Major prior to Fall 2020

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

(a) Theory Courses - NURS 23, NURS 24, NURS 125, NURS 126A & B, NURS 127 A & B, and NURS 128;

(b) Simulated Skills and PRD (Professional Role Development) 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- (NURS 138 counts for 3 units “Area S” of 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, but prior to Fall 2020) - Table 1**

|  |  |
| --- | --- |
| Semester 1 (first Nursing semester)  NURS 23 (Theory I) 3  NURS 33 (Prof. Role Development I) 2  NURS 43 (Pharmacology) 3  NURS 53 (Skills I) 3  HPRF 100W (or other upper GE) 3  Total Units for semester 11  Semester 2  NURS 24 (Theory II) 4  NURS 34 (Prof. Role Development II) 1  NURS 44 (Med/Surg Practicum I) 3  NURS 54 (Skills II) 2  NURS 128 (Theory VI) 2  Upper Division General Education 3  Total Units for semester 15    Semester 3  NURS 126A (PEDS Theory IV) 2  NURS 126B (OB Theory IV 2  NURS 136 (Prof. Role Development III) 2  NURS 146A (Practicum IIA- PEDS) 2  NURS 146B (Practicum IIB-OB) 2  General Education 3  Total Units for semester 13 | Semester 4  NURS 125 (Theory III) 4  NURS 133 (Prof. Role Development IV) 2  NURS 145 (Adv.Med/Surg Practicum III) 4  General Education or upper division 3  Total Units for semester 13    Semester 5  NURS 127A (Theory V-A) 2  NURS 127B (Theory V-B) 2  NURS 137 (Prof. Role Development V) 2  NURS 147A (Mental Health Practicum IV-A) 2  NURS 147B or N147B-I  (Community Practicum IV -B) 3  Total Units for semester 11  Semester 6 (Senior Capstone Experience)  NURS 138 (Prof. Role Development VI) **3**  (***N 138 covers area*** S)  NURS 148A (Practicum V) ***or*** N 148A-I 4  Total Units for semester 7  \* See appendix for BRN guidelines for concurrency of theory and clinicals |

Sequencing of Upper Division or SJSU Studies courses Areas R and V, is optional for the student’s schedule, except for Nurs 138 (Area S). N 147B-“I” and Nurs 148 –“I” indicate a global program - taken internationally.

**Curriculum adopted beginning Fall 2020**

(NOTE Beginning Fall 2020, TVFSON has an approved 2.5-year new curriculum) -See below (SEE university catalog for the GE requirements prior to entering the nursing major). A new area known as “ethnic studies” has also been implemented.

|  |  |  |  |
| --- | --- | --- | --- |
| **Semester-1** | | **Semester-2** | |
| **Course** | **Units** | **Course** | **Units** |
| NURS 100wE EBP | 3 | NURS 20A Adult Care Management I | 4 |
| NURS 10 Leadership I | 2 | NURS 20B Adult Care Practicum I | 3 |
| NURS 11 Intro to Pharmacology | 2 | NURS 22 Health Assessment & Skills II | 2 |
| NURS 12 Health Assessment Skills I | 3 | N123A Mental Health Theory | 3 |
| NURS 13A Geriatric Care Theory | 2 | N123B Mental Health Practicum | 2 |
| NURS 13B Geriatric Practicum | 1 |  |  |
| **Total Semester Units:** | **13** | **Total Semester Units:** | **14** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Semester-3** | | **Semester-4** | |
| **Course** | **Units** | **Course** | **Units** |
| NURS 32 Health Assessment & Skills III | 1 | NURS 166 Simulation I | 1 |
| NURS 161 Leadership II | 2 | NURS 167A Adult Care Management II | 4 |
| NURS 164A Community Health Theory | 3 | NURS 167B Adult Care Clinical Practicum II | 3 |
| NURS 164B Community Health Clinical | 3 | NURS 168A Maternal Child Theory | 3 |
| NURS 165A Pediatric Health Theory | 3 | NURS 168B Maternal Child Practicum | 2 |
| NURS 165B Pediatric Practicum | 2 |  |  |
| **Total Semester Units:** | **14** | **Total Semester Units:** | **13** |

|  |  |
| --- | --- |
| **Semester-5** | |
| **Course** | **Units** |
| NURS 178 Leadership III | 3 |
| NURS 177 Senior Preceptorship | 4 |
| Upper Division GE (Area R or V Course) | 3 |
| Upper Division GE (Area R or V Course) | 3 |
| **Total Semester Units:** | **13** |

Please note that every course in a semester must be completed with an initial grade of C (73%) or better, before progression to any course in the next semester. Practicum courses are graded as a credit /no credit option and these grades also must be satisfactory (CREDIT) to progress. (This is different from graded nursing major classes, if repeating a course in the major that previously received less than a C grade). Any nursing course in the actual nursing major (Note: not prerequisites) may be repeated only once; *However, other progression policies may override this guideline*. Other specific criteria for progression and disqualification from the major are included in the **Student Nursing Handbook**, under “policies” on the nursing web page. Prior to graduation, all students must complete all university lower division requirements, all nursing course requirements for the major, and 12 units of advanced general education, called SJSU studies, at San Jose State University only (see SJSU University catalog). Areas S and Z of SJSU studies are completed in the actual nursing curriculum. NOTE: Students may go to one.sjsu.edu to review their *degree progress report*. Applications for graduation are usually completed online @ approximately 1 year prior to graduation. Students are responsible for making sure that the “My Progress” courses on [one.sjsu.edu](http://one.sjsu.edu/) (toward graduation) are current or follow-up with nursing or CHHS College’s success center.

**Part-Time Option**

All BSN nursing students who have already begun nursing courses in The Valley Foundation School of Nursing (TVFSON) may request to have the option of selecting part-time study for “serious and compelling reasons”, by submitting an email petition clarifying the reason for the request. Usually, the request is sent to the staff person or the Undergraduate Coordinator (via email, initially). This option will be reviewed by the Program Director/Executive Committee (as appropriate) 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. Usually, semester 1 incoming students would be expected to wait and reapply, if they cannot do full time study. Although highly unlikely to occur for Semester 1, if the student’s request were to be approved, the part-time nursing student must complete the NURS 100We and professional role development, or N 10 Leadership 1 course first, and then the skills, Gerontology theory & clinical and pharmacology courses, secondly. For semester 2, the nursing student must satisfactorily complete the skills courses first and then complete, the theory courses and practicum courses. In this and all remaining semesters, the relevant theory and clinical practicum courses are taken concurrently; 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 either the Retention Coordinator or the Undergraduate Coordinator to work out a plan of study). The request for part-time study must be made in writing/email letter attachment signed and dated with sjsu ID #. 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 2018 updated 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. Usually, incompletes are not issued unless it is within the last few weeks and the student has satisfactorily completed the majority of the course requirements and the majority of the points available (e.g., approximately >75%). Instead, if events occur early in the semester and the student is in a satisfactory status, the student would be encouraged to withdraw (again, for serious and compelling reasons).

# LVN 30 Unit Maximum Option

See Appendix C for information about a 30-unit maximum 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/certlic/occupations/Pages/AidesAndTechs.aspx>

under ATCS form heading for certified nursing asst. application type-able ***form CDPH 283-B.*** *You may also get information on the sjsu.edu/nursing web site.*The **School’s Director must sign this form**, once it is completed by the student nurse. The “LIFESCAN fingerprinting form is found on the California Department of Public Health Licensing and Certification Program (L&C) Aide and Technician Certification Section (ATCS). The ***type-able Backgrounds form***,

<http://www.cdph.ca.gov/pubsforms/forms/Pages/CNA_HHA_HemoTechForms.aspx> is found under “BCIA 8016 as a type-able form”

**PHN Certificate**: All graduates of the B.S. Nursing program are eligible for the *California Public Health Nurse (PHN) Certificate* after first passing the NCLEX-RN licensure exam (or in the case of RN-to-BSNs, finishing the nursing BSN curriculum). Applications for the PHN Certificate are available online at: [www.rn.ca.gov](http://www.rn.ca.gov). The pdf is www.rn.ca.gov/pdfs/applicants/phn-app.pdf

**FOCUS OF EACH SEMESTER for those beginning major prior to Fall 2010- through Spring 2020-**Appendix II shows the course of study for those entering a new curriculum Fall 2020, and after.

Semester 1 (old curriculum)

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/case studies), a nursing professional role development or PRD course (2 hour seminar/activity), and a skills lab (6 hours lab/simulation/week). There is no clinical 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, 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 take a nursing professional role development or PRD course (a 3-unit area S, 3-hour seminar/activity) with a primary emphasis on 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 160 hours of supervised clinical experience with a preceptor at an agency, as well as required (n=20 hrs) weekly clinical seminars with their faculty. N 148A-I is an *international option*, if offered. Emphasis is on preparation for practice and ultimately, if the student chooses, for 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 and those policies specific to the School of Nursing, can be found on the nursing web site, [www.sjsu.edu/nursing](http://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 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 of Nursing who can assist students. The Undergraduate Coordinator or the retention coordinator are good resources for 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 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 incomplete grades 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. Nursing’s 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 (unless there are unusual situations that involve **safety**). 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. NOTE: The UNIV had specific exceptions to what is a passing grade for Spring 2020 COVID-19 Coronavirus situation. (***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://sa.sjsu.edu/download/judicial/Academic\_Dishonesty\_Policy.pdf**](http://sa.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 concurrency directive is from the California Board of Nursing (See Appendix BB). Disqualification from the Nursing major does not necessarily mean disqualification from the University.

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**.

**Procedure** on Social Media Conduct (Contract of 6/2018 in SON, in Appendix AA). This contract is provided for students as part of their onboarding process with CastleBranch ®.

**Health and Documentation Requirements-**

*All documents are uploaded to our online Vendor, CastleBranch®. Students will be given the appropriate web site for this vendor when beginning the program, and must update materials when needed (in a TIMELY manner).*

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. The School is bound by agency’ contracts for all student placements. Students all must carry both health insurance and nursing student malpractice insurance; Students also 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 sought by the student and 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 (Health Statement Form) and Appendix I (Military Procedures/Policies). 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](http://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/ or there are problems. Agencies and/or the School may require additional clearances as deemed necessary. **Prior to even beginning the program, student must clear drug and background requirements**.

Prepared Childbirth Education Classes: All students must complete Childbirth Preparation Classes before the that semester’s practicum. 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 (usually completed through their instructor) at the end of the semester enrolled, or this could result in an incomplete final grade for that clinical.

# 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 at several levels: (1) from the University Academic Fairness Committee, or (2) they can seek a hearing by the University Student Grievance Committee, or(3) they can seek advice from the University Ombudsperson, or (4) 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. Go to SJSU.edu and search (at the top right under “search option”) for “ombudsperson”. <https://www.sjsu.edu/ombudsperson/> . Petitions for grievances (found on the School’s web site) in the School of Nursing involve review by the “Executive Committee”.

# Change of Major **out of** Nursing

There is a procedure for changing the major **“out” of nursing**. Usually students meet with nursing’s Retention Coordinator and the Nursing Undergraduate Coordinator first (to discuss options). 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 informs 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](http://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, or otherwise meet with the University’s academic advising dept (AARS) in Student Services on 10th st & San Fernando St. This transfer of the record is important because it is very difficult for the new department to function without it.

Transferring **INTO** Nursing: Students who enter the regular program are usually identified as “**pre-nursing undeclared**”….(*This does not apply to RN-to-BSN students).* The regular G.E. university advisors for this group are located in AARS at the 10th street garage “Student Services Center”… Students are admitted to the nursing major, electronically by the Nursing Dept’s Undergraduate Coordinator, in conjunction with the Admissions dept. Those who are at the University in other majors may also seek advising from The College of Health and Human Sciences (CHHS)’s web site is <https://www.sjsu.edu/chhs-ssc/> where advising times /appts. are listed.

# GRADUATION REQUIREMENTS

For graduation with a baccalaureate degree in nursing, students must satisfy the general education requirements, other requirements of the University (see SJSU Catalog) and the requirements of the nursing major. The student is responsible for tracking this/her own “degree progress” report and notifying the undergraduate advisor for discrepancies so they can be cleared before graduating. The student files online for graduation in semester 4/5 of old curriculum prior to those having fall 2020 start – or prior to semester 4 for those starting after Fall 2020 (or during the Bridge semester for RNs)- approximately one year prior to graduation. School academic advisors are available if there are questions. *The University is, as of 2019, accepting online graduation applications for those who are eligible. All requirements must be completed prior to graduating.*

EVALUATION OF TEACHING AND PROGRAM EFFECTIVENESS

##### Student input regarding the teaching effectiveness of faculty is actively and routinely sought. All faculty members are expected to obtain an evaluation of their teaching effectiveness from students of their courses each academic semester- this is processed automatically through the University. 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. Students’ 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 participate in evaluating 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 from each semester serve on semester level committees. Participation is also expected on other committees that do not involve faculty personnel issues.

PROCEDURES FOR USE OF THE VALLEY FOUNDATION SCHOOL OF NURSING OFFICE

[**NOTE:** all of this content discussed here, is ***only after the Covid-19 building restrictions are lifted***]. 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 (408-924-3130). While under Covid-19 email, [nursing@sjsu.edu](mailto:nursing@sjsu.edu) and state the level you are, in subject line, with student name, & ID in body of email.

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 the box outside of HB 420.
2. Important information is posted on the School’s web site, Under **“News and Information”** hyperlink, including items such as advisors’ lists, final exam schedules, and course listings. The schedules for Program Adjustment [ e.g., Add/Drop Day & Orientation Day] will be posted under *sjsu.edu/nursing under programs/ baccalaureate students*
3. Students can request specific important items to be copied from their student files (for unusual circumstances, as approved by the School’s Director), but files are not allowed to be signed out. Students may have to come back on a 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 SJSU-ID and 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 dept. are completed with the staff admin. individuals via nurisng@sjsu.edu (and your teachers at the time), via email. These data are entered into The Valley Foundation School of Nursing’s database. **Updates to the** [**one.sjsu.edu**](http://one.sjsu.edu/) **web site are also expected of each student. Students are expected to always use their SJSU email and to check that particular email routinely each week during the academic school yr.**
6. Intermittently, The Valley Foundation School of Nursing or the University will send out updated information via email, **so correct information** is vital. Students are always expected to update location information on the [Http://one.sjsu.edu](http://one.sjsu.edu) database as well. This includes name changes/ address/emails/phone numbers.

**NAME TAGS/ID badges:** See guidelines for Clinical Attire (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 (usually completed through their instructor) at the end of the semester enrolled, or failure to do so, could result in an incomplete final grade for that clinical.

CALIFORNIA NURSING STUDENTS' ASSOCIATION and OTHER STUDENT GROUPS

The California Nursing Students' Association (CNSA) is one of greater than 138 constituent units of the National Student Nurses Association (NSNA), <https://www.nsna.org/about-nsna.html> with 60,000 members statewide (as of 7/2021). 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 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 opportunities 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 <https://www.nsna.org/about-nsna.html>. 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 levels, 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. The School has many other student organizations that are active with student leadership as well.

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 on the School’s web site, as well as in the glass-covered bulletin board on the 4th floor of the Health Building (list located outside of room HB 415) based on building being available and open in non-covid situations. Those designated as “pre-nursing undeclared students” are **not** included on this advisee list, as they are not yet admitted to the major; Instead, the pre-nursing prospective students are advised to attend a monthly group advising session (posted on web site) and to use the School’s web site materials for current information about the program. Specific faculty are also available for this prospective student group’s advising, individually. An *incoming* semester 1 nursing student’s major is changed directly by the Nursing department requests that go directly to Admissions and Records dept.- NOTE: 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 informational meetings during the year. Check the Nursing web site for this schedule. See Appendix R for information about the Advanced Placement Program for Registered Nurses.

CONTACT HOURS FOR RN AND LICENSE RENEWAL

The nursing courses meet the requirements for continuing education contact hours for California RN license renewal as long as they are courses at a level higher than those required for initial RN license. For instance, ongoing full-time students in nursing can use any 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. The Valley Foundation School of Nursing (TVFSON) 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 center on 7th street) is directly across from the student event center; it emphasizes services for students with personal, developmental, psychological, and social problems. 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. Learning tools are available through Counseling’s academic counseling dept.

RE: Academic advising: The dept has advisors assigned (see web page) as well as advisors for student progression and retention. For queries for nursing majors, the College CHHS student success center will assist students in queries about graduation requirements. Pre-nursing students are assigned advisors within the University’s advising dept. for assistance with prerequisites and G.E. coursework.

Career planning and placement counseling is also available for registered students in the administration building -pH (408) 924-6031). The email is [careerhelp@sjsu.edu](mailto:careerhelp@sjsu.edu). 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 on campus in the Health Building, Room HB 311. This laboratory houses a variety of equipment for student 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. A faculty person (or a designee) is available to help students practice and perfect these basic nursing skills during supervised skills class periods. Open lab hour times are listed on the door of the lab and are posted for each semester (usually on separate days, each semester, as staffing allows).

Simulated experiences with faculty supervision are incorporated into the curriculum, especially in skills lab and clinical courses. A faculty-led simulation committee team follows a set group of policies as designated by the policy guidelines for that group. This well-accepted teaching strategy of simulation, continues to provide an excellent learning venue for student learners.

Instructional Resource Center (IRC) for Faculty

The University 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 students’ 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 (AEC)** /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). The University uses an online electronic web-based learning management tool called ***Canvas®.*** Faculty can post student’s work (as well as students posting assignments /emails to faculty) and confidential grades are posted, as well as there being multiple other uses.

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](http://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. Alpha Tau Delta- A nursing honor society.
3. 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.
4. 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.

1. Sigma Theta Tau International.  **STTI** is 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.
2. **Assembly of Nurse Scholars (ANS):** An organization to promote leadership and scholarship within the School of Nursing @ SJSU. This group is technically not considered an honor society in the University.
3. In addition, we have several **other nursing leadership organizations** (e.g., SBAN- South Bay Academy of Nursing and The SJSU Student Nursing Public Health Nurses’ organization.).
4. (CSNA information has already been addressed)

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 through the specified school vendor and the faculty liaison), and have satisfactorily completed their BSN degree. Instructions for ordering the SJSU nursing pin will be given at the beginning of the last semester. 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 of a class picture is submitted to the School for display in the hallway. Students may order a School of Nursing pin in later years, after they graduate, by providing the dept. with specific information (graduation date/ID #/ name at the time of graduation).

RN LICENSURE EXAMINATION (NCLEX-RN Exam)

Generic *non RN-to-BSN* students must participate in, and pass a licensing exam on completing the BSN program to become licensed as an RN. The School of Nursing provides updated information on the **NCLEX- RN** exam at mid-semester of the student’s final semester of nursing. 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 <http://www.rn.ca.gov/pdfs/applicants/exam-app.pdf>. The national council of state boards also has valuable nclex test plan information as well: <https://www.ncsbn.org/2019_RN_TestPlan-English.htm>

From a blog web site, https://apasseducation.com/education-blog/nclex-2019-2021-test-plan-whats-changing/: *“While it is true that the NCSBN is working to update and improve their testing, these changes will not be put into place until 2022 at the earliest. All questions and methods that will be used in this update are being tested by students, nurses, and professionals alike, so that the updated NCLEX will be more challenging in the appropriate ways. These updates will not go into place until they are deemed fair, and the community has had time to prepare*”.

See the CALIFORNIA Board of Nursing website [www.rn.ca.gov](http://www.rn.ca.gov/), and also the School’s web site, [www.sjsu.edu/nursing](http://www.sjsu.edu/nursing) “under policies” under “ENFORCEMENT” for updates (Fall 2013). APPENDIX Z. Fees for sitting for the licensing exam are over $440 (FYI: some of these fees include fingerprinting costs), (see the CA Board of Nursing website *as fees are subject to change*). Additional specific information is found at [https://www.rn.ca.gov/applicants/lic-exam.shtml](https://www.rn.ca.gov/applicants/lic-exam.shtml%20%20)  The California Board of Registered Nursing will notify the student whether he/she “Does pass” or “Does not pass” the NCLEX-RN exam. Those wishing to take the licensing examination in another state *or* have special needs for physical or learning accommodation, should contact/write to the licensing board of that state for information. Those state’s addresses could be located on the Internet. If a graduate wishes to practice in another state, that petitioning person should write to the licensing board of the 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**. Many submit for an *“inactive”* license to fulfill this process. Should the graduate wish to work again later and have 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 web site: [www.rn.ca.gov](http://www.rn.ca.gov). Students who are in 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](http://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](mailto: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. [As of 2018, they have had FAFSA forms available in October. FAFSA applications are available online from the Financial Aid Office of the University (and several nursing scholarships are available on The Valley Foundation School of Nursing web site: [www.sjsu.edu/nursing](http://www.sjsu.edu/nursing) , under students🡪baccalaureate- http://www.sjsu.edu/nursing/students/baccalaureate/index.html). 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 Retention Coordinator. Small emergency loans are also available through the School. Students should also look at other sources of funding such as a local hospital’s scholarship committee.

NURSING STUDENT 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., formerly 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). Students can sign up for electronic “push” alerts from on campus to their cell phone or email, and may find this helpful.

**STUDENT SAFETY**

While most of us believe bad or scary things will never happen to us, students are cautioned to 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 Police Dept (UPD) web site [www.sjsu.edu/police](http://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/asts/index.jsp?val=safety\_program ). Students should recognize that it is wise to walk to your vehicles, *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](http://www.sjsu.edu/police/prepare_prevent/escort/index.htm) 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 campus/clinical safety 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 winter-time, 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.

**APPENDIX A**

**PROGRAM & SEMESTER LEVEL OUTCOMES**

**(for those entering the BSN program prior to Fall 2020)**

BACCALAUREATE NURSING PROGRAM and SEMESTER LEVEL OUTCOMES

SAN JOSE STATE UNIVERSITY

THE VALLEY FOUNDATION SCHOOL OF NURSING

(Applies to those in prior curriculum up through those entering Fall 2020)

**Semester Level Student Learning Outcomes**

*Approved March 9, 2009- up through for those entering* ***Fall 2020***

***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. Course numbers listed here are for students specifically entering the nursing major prior to fall 2020. The new curriculum course numbers would apply to those entering Fall 2020 and after.

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 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 (*e.g., in the prior curriculum- using course numbers, prior to Fall 2020 entrants*: 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. ***This policy is consistent with course numbers in the curriculum for entrants beginning Fall 2020 and after.*** 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 NURS 180 will be developed by the Student Retention Coordinator (or designee).

*For those ongoing nursing majors, who enter into a Special Progression status,* ***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 with the School’s Student Retention Coordinator (or designee).

Footer: BRN/Approved\_Policy\_BRN.concurrency.notification\_5.14.13.docs, with edits Aug. 2021

SAN JOSE STATE UNIVERSITY

The Valley Foundation School of Nursing

***(Fall 2018 revised /Most recent edits, August 2021)***

**STUDENT PROGRESSION AND DISQUALIFICATION POLICIES**

This document provides an overview of the SJSU School of Nursing’s “Student Progression and Disqualification Policies”. All clinical or clinical practicum course green sheets refer students toThe Professional Safe Practice Policy for SJSU Nursing Studentsto uphold the standards for professional nursing. This policy also applies to any SJSU nursing courses, such as skills and simulation and theory/PRD classes. Students have access to this information through the School’s web site and all students entering the program are required to either purchase or download the “Handbook for Nursing Students at San Jose State University”. In addition, in the first semester of attendance, major sections of this policy are reviewed in a required BSN class/or an advertised required session (such as orientation). Students moving through the nursing curriculum with no interruptions or repeats of coursework, are considered “standard or regular” progression students; those who do not, are classified by the School of Nursing as “special progression” students [ see section I-D]. The following represents the School’s guidelines for progression and/or disqualification in the Nursing major at San Jose State University.

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

A. Grade Requirements for Ongoing 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 (noted on current vendor’s web site). These include: (1) personal health insurance, covering hospitalization, (2) C.P.R. certification by an **American Heart Association** CPR course provider (titled CPR for the Professional Rescuer or CPR for the Health Care Professional) prior to starting nursing courses and yearly certification thereafter (3) documentation of a licensed health provider’s (MD or NP) health clearance statement, (4) Malpractice insurance, (5) update of background and/or drug screening per clinical agency and SON requirements, (6) completion of functional competencies form and /or updates if they apply after being admitted, (7) immunizations and serum blood titers for specific diseases, and (8) annual tuberculosis (TB) screening (See the Nursing web site [www.sjsu.edu/nursing](http://www.sjsu.edu/nursing) for the clinical documentation form/s required, under “programs”, “baccalaureate" , “forms” (as well as the student handbook). **NOTE**: See the School of Nursing’s web site for the most current Covid-19 **vaccination information (***as of AY 21/22***)**. Students must also provide “clearance” of the required drug screening and background clearance checks on 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 RN-to-BSN Program must supply copies of their current California registered nurse (RN) license. **Updates** of required documentation are also the students’ responsibility.
3. Documentation of completion of a preparation for childbirth class (minimum of 12 hours) prior to the OB maternity semester practicum.

C. Any student who does not meet the requirements in A and/or  B-1, B-2 , changes from Regular or Standard Progression, to “Special Progression” status.

D. Special Progression Categories.

***(Because of moving from an older version to a newer version of a curriculum in Fall 2020, specific sections of this document have updated information regarding special progression and implications for those needing part-time status).***

“Special progression” is a term used by the 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 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.
  5. For the person who begins his/her Nursing Major courses prior to Fall 2020 (for purposes of clarification in this document, called the “old curriculum”), and **either** does not progress because of academic issues, **or** has extreme personal conflicts/ non-availability of clinical spaces, etc., preventing that person from attending full time in Nursing in a regular progression pattern*.*

In this situation, an individualized degree progress plan (Road Map) will be implemented **on a space-available basis**. There will be a specifically-adopted curriculum program plan of study for that individual- also called an adapted Road Map. This document will address the students who began prior to Fall 2020 in the “old” curriculum and will finish with the completion of the new curriculum -which began in Fall 2020. This individualized degree progress plan is implemented on a space available basis, semester by semester, so that all graduation requirements by the Nursing major should be able to be met. The affected person’s situation and status will be determined and will be shared with the student by the Nursing program administration. A valuable resource for assistance in writing the petition to the executive committee, would be the retention coordinator. The affected student should plan to appear in person or with Zoom (if that is in effect, instead), before the Executive Committee.

Students can seek clarification of special progression status by notifying the Program’s Undergraduate Coordinator. In addition, students can appeal special progression status by filing “TVFSON Petition Form” to be reviewed by the Executive Committee (available on the school website).

E. Special Progression Issues:

1. All students who are placed in special progression will receive formal written notification, sent to the student’s SJSU email, which is on record in the School of Nursing. This notification is usually sent out a few weeks after the final semester grades are posted. The student remains in “Special Progression” until he/she is enrolled in all courses designated for each semester level.
2. Nursing majors on a 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 School of Nursing with or without a remediation plan. A decision will be made as to whether a realistic remediation program can be developed and implemented in a timely manner. University and School resources will also be taken into consideration for this matter. The student will be notified of the Executive Committee’s decision (usually with in 3-5 working days) and the student will meet with a nursing advisor to discuss the plan.
3. Special progression students may not pre-register for nursing clinical or skills lab. courses. They must also have permission to pre-register for other semester courses at that same level, as they too are on a space- available basis). In addition, the special progression student must attend the Add/Drop session in the 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. *There are no guarantees that there will be space available during the following semester(s).*
4. Students may petition the Executive Committee for any decisions regarding progression. Petitions are available on the School of Nursing’s web site.

E. Students are responsible for knowing their progression status and adhering to the School of Nursing and University progression policies. Each semester level must be completed prior to moving to the following semester.

F. 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”;
  3. Students who did not complete a course;
  4. Those students unable to repeat, because there was “no space” available the prior semester;
  5. Students repeating a course for the first time;
  6. Students on special progression moving from the old curriculum, prior to starting in Fall 2020 into the “new” curriculum (which began fall 2020 and after), and
  7. While highly unlikely, due to impacted status transfer students from another School of Nursing, in consultation with the SJSU School of Nursing’s Director (NOTE: Impaction criteria and resources play a role in whether the School can accept transfer students).

G. 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 considered to be 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 (unless the student had severe safety violations). Courses are repeated on a space available basis.

A grade **below a C** in any graded 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 that student in special progression*. He/she is then considered to be in a “probationary status” with Nursing, and must complete that repeat semester before moving on to the next level. NOTE: the paragraph below:

*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 (course numberings listed here are for the curriculum for those entering prior to Fall 2020: N 24, N 125, N 126A, N 126B, 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 the student may have already received a letter grade for this course in the past). An individual contract will be developed by 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.

A student who receives an interim or a final course “report of unsatisfactory achievement” document, **or** a “No Credit” clinical grade during the semester will initially meet with the course’ instructor and may also meet with the retention coordinator (or in some cases, other faculty) to arrange for remediation. NOTE: the student in this situation will not be placed in any alternate clinical setting during the same semester that the unsatisfactory performance or “no credit” exists. This issue also applies to graded courses, in that the student will not be placed in an alternate section, if the student has failed, or is in danger of failing the course.

H. The appeal process as it relates to special progression:

Any student may appeal the progression decision to the **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, if submitting an appeal after the end of the semester. The student should email [nursing@sjsu.edu](mailto:nursing@sjsu.edu) or 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 School of Nursing has made an unfavorable decision regarding the student’s progression, the student should review the University catalog for further appeals. The university has a student ombudsperson available for consultation as well (found at sjsu.edu and search in upper right-hand corner “ombudperson”).

**II. PROBATION and DISQUALIFICATION FROM THE NURSING MAJOR**

A. 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 or a “no credit” clinical 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.
4. Students in the nursing program will be disqualified 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 that same non-letter graded class**, in which they initially received a “no credit’ the first time that course was taken.

B. All students who are disqualified from the nursing major will receive formal written notification sent to the student’s SJSU email address on record in the 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 make an appt. with Student Services to meet with a general advisor to discuss the change of major options. The student may also seek assistance from the academic advisor in the Counseling Dept. on campus.

C. 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, yet 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 School of Nursing’s Retention Coordinator/ or Undergraduate Coordinator for a program-specific plan for probation, approved by the University’s Academic Disqualification and Reinstatement Review Committee (ADRRC).

1. Students who have been **disqualified** by the nursing major may be reinstated to the nursing major if it is determined that the disqualification was due to extenuating circumstances. Decisions regarding extenuating circumstances will be made by the School of Nursing’s Executive Committee. In all cases of extenuating circumstances, the student’s dated, signed personal statement (including ID#) with appropriate documentation must be attached to the student’s petition for reinstatement. Decisions are made solely on a case-by-case basis. Reasons for extenuating circumstances might be:

(1) military orders for active duty, or

(2) death of an immediate family member, such as children, a spouse, parent/s, siblings, or

(3) serious personal or immediate family illness (e.g., major surgery; acute mental issues such as serious depression; complications of medical conditions such as cancer, etc.), or

(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).

Generally unacceptable reasons that would not be considered include, but are not limited to, (1) poor academic or clinical performance, (2) nonattendance/tardiness in the clinical setting, (3) lack of required clinical documentation, or blood titers, health insurance, or transportation issues resulting in non-attendance, (4) unethical or unprofessional nursing behaviors, and/or (5) safety violations in clinical (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 the Undergraduate Coordinator in the School of Nursing at (408) 924-3131 or email* [*nursing@sjsu.edu*](mailto:nursing@sjsu.edu) *for those who have concerns or questions.*

**APPENDIX C**

**30-UNIT LVN MAXIMUM OPTION**

SAN JOSE STATE UNIVERSITY

The Valley Foundation School of Nursing

The 30 Unit Maximum Option for Licensed Vocational Nurses

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

California Code of Regulations

**Licensed Vocational Nurses, Thirty (30) Semester Unit Option**

PURPOSE

An applicant who is licensed in California as a vocational nurse (LVN) is eligible to apply for licensure as a registered nurse (RN) if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in section 2736 of the code.

**This option is not a part of the** **San José State University baccalaureate nursing program and does not lead to a nursing degree nor any other degree**.

REQUIREMENTS

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

1. Hold a current license in California as a Vocational Nurse (LVN).

2. Have completed the application process at San José State University as a matriculated student or as an “Open University” student**, if allowed by TVFSON 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.

COURSEWORK TO BE COMPLETED

**San José State University nursing coursework is completed on a *space-available* basis only.**

Thirty (30) unit (maximum) 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 (10-units total) the following courses will be completed:

NURS 167A Med/Surg Theory 4 Units

NURS 167B Med/Surg Practicum 4 Units

NURS 123A Mental Health Theory 3 Units

NURS 123B Mental Health Practicum 2 Units

NURS 178 Leadership III 3 Units

NURS 177 Preceptorship 4 Units

Total Number of Nursing Units 20 Units

Microbiology/Physiology 10 Units

TOTAL 30 Units

SUCCESSFUL COMPLETION OF COURSEWORK

Once the student has completed 30-Units successfully, the student will contact the California Board of Registered Nursing regarding licensure information. Validation of course work will be done by an official transcript request from San José State University**. See the following page for contract.**

**CONTRACT FOR ELIGIBILITY FOR RN LICENSURE**

I have read the above information regarding the 30-Unit Maximum 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.**

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#### TYPED/ Printed (first & last ) STUDENT NAME SJSU- ID# or last 4 of ss#

#### \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

#### STUDENT’s SIGNATURE DATE

#### \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

#### Bridge Faculty ADVISOR’s Printed/TYPED DATE

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#### \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Bridge RN-to-BSN Faculty ADVISOR **Signature**

**APPENDIX D**

POSTING GRADES & SCORES

Nursing faculty person/s

post the students’ scores/grades

through CANVAS® -

the University’s online site.

**APPENDIX E**

**ACADEMIC INTEGRITY POLICY**

<http://www.sjsu.edu/studentconduct/policies/> (s of 2021)

**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

**APPENDIX F**

**POLICY FOR SAFE PRACTICE IN CLASSROOM & CLINICAL SETTINGS**

SAN JOSE STATE UNIVERSITY

The Valley Foundation School of Nursing

**The Professional Safe Practice Policy for SJSU Nursing Students**

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 clinicalpractice is mandated by the California Board of Nursing’s (BRN) Nurse Practice Act (<http://www.rn.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. In some instances these may also apply to the classroom and simulation setting.

(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.sjsu.edu/nursing](http://www.sjsu.edu/nursing), under “Policies”)

See Nursing web site and last Appendix of this

Student Handbook **for Covid-19** guidelines as well

SAN JOSE STATE UNIVERSITY

**The Valley Foundation School of Nursing- Health Documentation**

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 an online vendor’s data bank (Castlebranch®); the department’s clinical documentation coordinator, must also be notified of any unusual issues or updates that affect clinical placements. The online uploading of documents process begins before admission to the nursing courses and continues throughout enrollment in the program at specified intervals (*as well as for those in agencies in graduate courses*). The School has this online repository of materials provided by the student, but students must keep their own copies of materials.

**REQUIREMENTS**

**Student Liability Insurance**- also known as “professional 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- <http://www.sjsu.edu/nursing/forms>. The following health requirements/vaccinations are mandatory for 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/or in Health Bldg., Room 420- in NON-Covid-19 times). 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 entering the Bridge RN to BSN Semester, (if a Bridge RN-to-BSN Undergraduate Student**), and at any time** *the student experiences a change in the health status, including if a complicated pregnancy.* **A current copy must be kept by the student, so the student can upload the document to the *Castlebranch*® vendor’s web site.** See attached table for immunization requirements. If a change in the student’s health occurs after beginning the program, the student must also immediately supply a copy to the Undergraduate Coordinator ( as well as the student’s clinical instructor/or semester chairperson).

**TYPE OF STUDENT DUE DATE**

Generic/Native BSN prior to beginning Semester 1

Bridge RN prior to Bridge-RN Semester

**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, that person 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 “Safe Practice 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 & MALPRACTICE INSURANCE**

Health Insurance must cover emergency hospitalizations, and is mandatory when a nursing student is enrolled in clinical and nursing skills/laboratory classes. Students must show proof of health insurance on entry to Semester 1 (or if a Bridge RN, then the Bridge semester). The Student Health Wellness Center does provide some health care to all registered SJSU students (very basic coverage – but does not offer 24 hours/7 days per week care), and thus, *this is* ***not*** *considered health insurance*.  Information regarding health insurance negotiated by the CSU system is available through *the University Student Health Center*.  A student may obtain emergency hospitalization coverage through a private health insurer (A resource for possible reasonable rates is at <http://www.ehealthinsurance.com>).

Students must also carry their own current malpractice insurance at all times.

**VACCINATIONS/IMMUNIZATIONS**

See attached table for requirements and schedules.

SERUM BLOOD TITER REQUIREMENT:

The official The Valley Foundation School of Nursing’s acceptable documentation for the asterisked (\*) following will be positive blood titers, except for FLU, in addition to required immunizations. While these can be done with a student’s own health provider, they are also available at The Associated Student Wellness Department. Costs are listed below; These are only examples, and **prices are likely to increase annually** with inflation. (Costs as of 6/2020)

Hepatitis B vaccine- $17/ dose

Hep B Titer- $20

MMR Titer $21

MMR vaccine $27/dose

Varicella Titer $23

Varicella vaccine $50

Tdap vaccine $17

**Flu Vaccine –** *Costs Varies- currently May 2018 =$9 but will increase Fall 2018*

**Quantiferon Test= $21**

**Total COSTS would be much higher outside of School.**

\*\*Follow CastleBranch® guidelines for Drug and Background clearance procedures

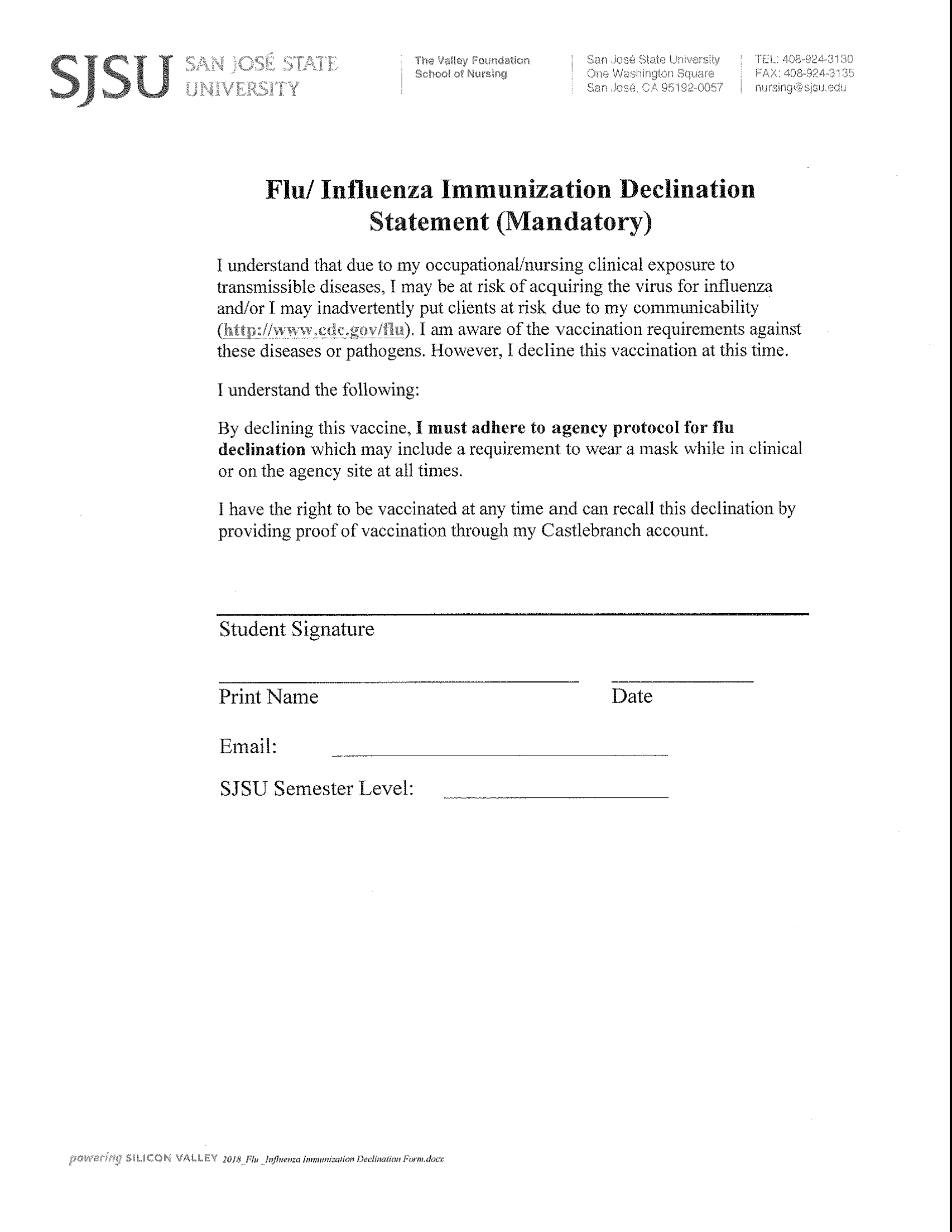
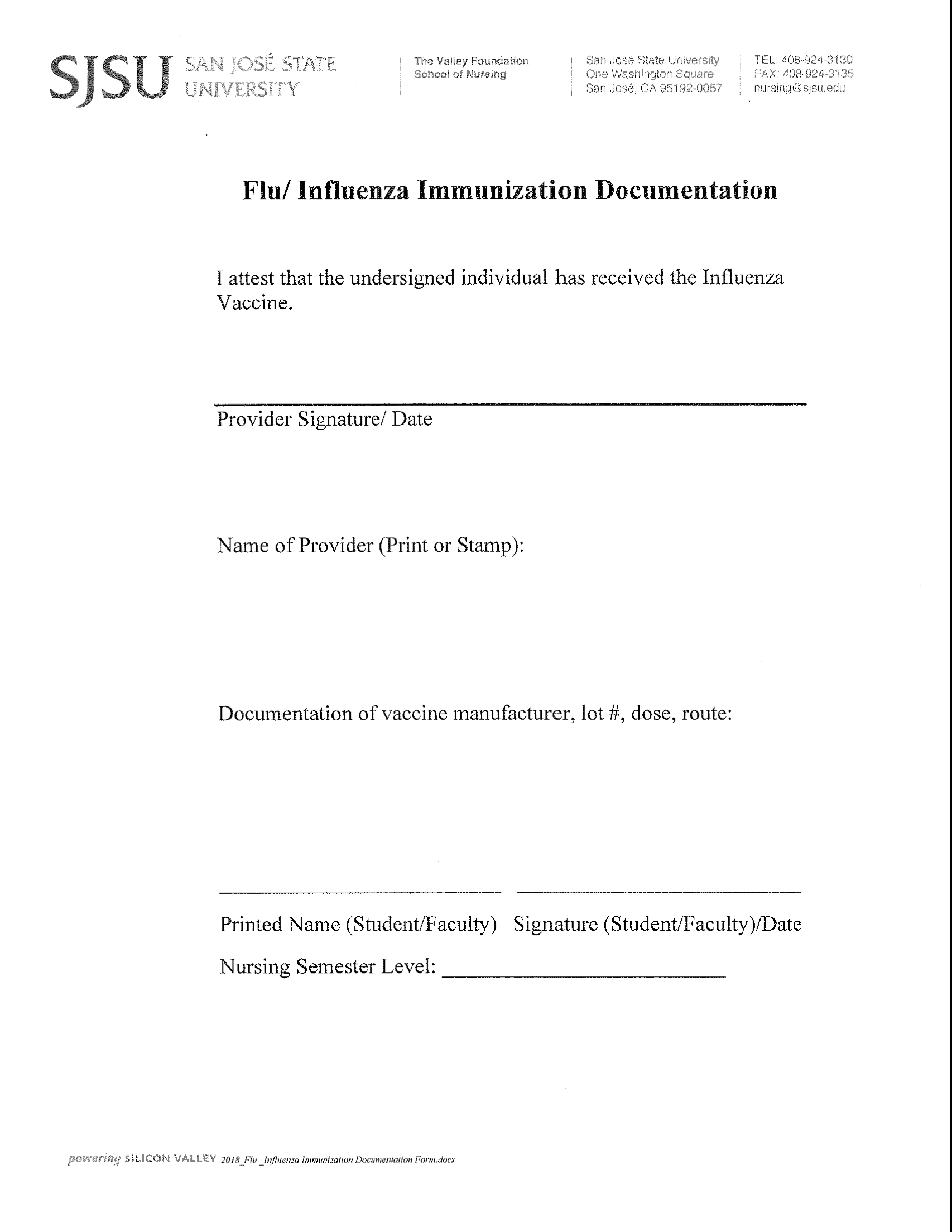


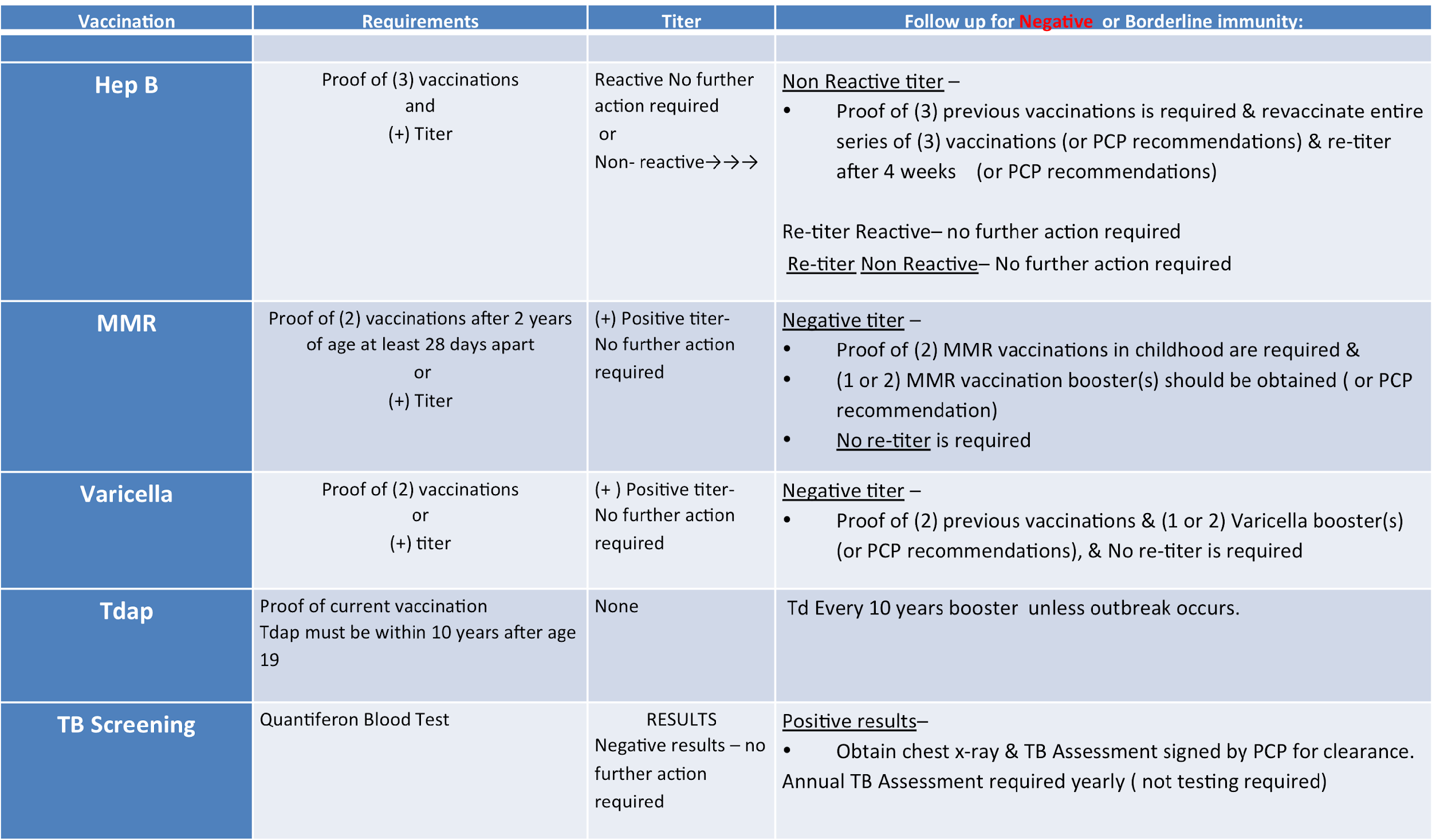
Table Adapted from the CDC’s 2017 Immunization Requirements for Healthcare Providers

SAN JOSE STATE UNIVERSITY - THE VALLEY FOUNDATION SCHOOL OF NURSING

**HEALTH IMMUNIZATION REQUIREMENTS (2018)**

SAN JOSE STATE UNIVERSITY - THE VALLEY FOUNDATION SCHOOL OF NURSING

**HEALTH IMMUNIZATION REQUIREMENTS (2018)**

****

SEE WEB PAGE for letterhead **Health Statement- SJSU Nursing**

To the student:

This form needs to be completed within one month prior to starting nursing courses, **and** if there is any change in your health status. Upload this completed form to CastleBranch® online web site (this is the web site you will be given when admitted). Keep **original of this** completed health statement in your own files at home.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

(Date)

From your Physician, *or* Nurse Practitioner, *or* Physician Asst.:

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

(SJSU Student ID #) \_\_\_\_\_\_\_\_\_\_

and find her/him to be in (circle) (excellent, good, fair or unsatisfactory) health.

(NOTE: Please explain if not considered good or excellent health)

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/

**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 needing 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 of Nursing can access their test results (e.g., drug clearance)

**Student Nurse Background Check and Drug Screening Policy**

of The Valley Foundation

School of Nursing

at San Jose State University

[www.sjsu.edu/nursing](http://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/ updated 2016)**

**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. (As of Fall 2016, ***Certified Backgrounds®*** is the approved vendor.) 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 the student. 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 TVFSON ( The School of Nursing).

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 (as per the acceptance status is still provisional until clears), or prior to beginning the clinical course when subsequent drug testing is required.

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. C*riminal 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 be accepted and/or 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, or 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 it or they are 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 that student’s 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/or 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 start , or remain in the nursing program, the student will be required to repeat background check and drug screening each semester thereafter.

**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.shtm](http://www.rn.ca.gov/enforcement/convictions.shtml)l and [http://www.rn.ca.gov/pdfs/enforcement/appdocs.pdf.](http://www.rn.ca.gov/pdfs/enforcement/appdocs.pdf)

F. Please refer to the CA-BRN Regulations available at [www.rn.ca.gov](http://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) Assaultive 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

Code section 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 expungement proceedings pursuant to Section 1203.4 of the Penal Code.

(6) Evidence, if any, of rehabilitation submitted by the licensee. Note:

Authority cited: Sections 482 and 2715, Business and Professions Code. Reference:

Sections 483, 2736, 2761 and 2762, Business and Professions Code. History: 1. New section filed 5-25-73; effective thirtieth day thereafter (Register 73, No. 21). For history of former section, see Register 70, No. 5. 2. Renumbering from Section 1411

filed 3-26-74; effective thirtieth day thereafter (Register 74, No. 13). 3. Amendment of subsections (a) and (b) and new subsection (c) filed 5-14-75; effective thirtieth day thereafter (Register 75, No. 20). 4. Amendment filed 9-27-85; effective thirtieth day thereafter (Register 85, No. 39).

[Footer: backgroundcheckanddrugscreeningpolicy\_rev.4.11.13; Posted 12/2013; grammar edits 8.2019]  ]

**APPENDIX H**

**CLINICAL DOCUMENTATION INFORMATION**

**(Upload to SON’s vendor is CastleBranch® )**

SAN JOSÉ STATE UNIVERSITY –

THE VALLEY FOUNDATION SCHOOL OF NURSING

***CLINICAL DOCUMENTATION INFORMATION***

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

*Students MUST have* ***positive titers*** *for Varicella, Rubella, Rubeola, Mumps, and Hepatitis B; See Polio guidelines are provided in the instructions by our online vendor. 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 Castlebranch® as well as to the clinical instructor (found on the web site, under forms). Entering students are given specific dates to get this information in to the School’s vendor, Castlebranch®. For those incoming bridge RNs,* ***titers*** *are to be completed up to 5 yrs of starting the SJSU program. Titers 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 to contact the School of Nursing Health Officer,* [*Julianna.youssef@sjsu.edu*](mailto:Julianna.youssef@sjsu.edu) *, and usually, an immunization booster is required (done at SJSU Student Health, Public Health dept., or your private Dr.), and another follow-up titer 1 month after the follow-up booster; the student should email Nursing Faculty Health monitor, if questions regarding for follow-up!* Refer to the SJSU nursing web site for most current COVID-19 policies. Clinical faculty will also keep students informed of specific agency policies each semester.

**NOTE:** Those entry-level students accepted to the nursing program, are required to have titers drawn, no more recently than **1 year prior to** entering the major - 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 titers should get a booster immunization, then a second follow titer, and if the second titer still negative then, contact our health officer faculty, Ms. Youssef, re: further follow-up.

***The Quantiferon blood test*** *is done to test for TB exposure, as it has been 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 some will require an initial chest x-ray). If it is showing exposure, then screenings are done by the health care provider, every year. Some agencies still require the 2-step PPD. The SJSU Student Wellness Center (eg. Student Health Dept.)* ***will no longer do*** *2 step PPDs, as of 2017.*

*IMPORTANT!! Students must attach copies of documentation to this form in the order listed by #.* (Refer to SJSU web site for clinical requirements or the ***Student Handbook*** for specific guidelines). Students are not allowed into clinicals without clearances.

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

For the School’s *Health Statement Form,* please download from website. Copies are kept by the student (so ultimately the student can upload complete document, to the vendor’s data base).

If on **immunosuppressants,** attach Dr'sclearance form stating ***“on Immunosuppressants” and are cleared by health provider.***

**APPENDIX I**

**Policy & Procedure for Military Personnel**

**(Admission Priorities and Possible Credit**

**for Prior Work)**

STUDENT typed Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SJSU ID #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Entering program (date) Circle: Fall/Spring (Year)\_\_\_\_\_\_\_\_\_ Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number: \_\_\_\_area code ( )\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Valley Foundation School of Nursing at**

**San Jose State University**

**Student Documentation Form**

**Procedure for Awarding of Credit for Previous Education Including**

**Military Education and Experience (SB 466)**

1. Matriculated student notifies The Valley Foundation School of Nursing’s (TVFSON) Director or Designee by email within 2 weeks of acceptance into the pre-licensure program of his/her request to seek course credit for previous education or other acquired knowledge, including military medical/healthcare education and experience, and specifies course(s) for awarding of credit (e.g. beginning Skills I and/or advanced Skills II). TVFSON will send the course objectives and current course calendar to student.

\_\_\_\_ Yes \_\_\_ No

Faculty Name/Signature and Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Student provides Director/Designee hard copies of materials, documents, and evidence for consideration for a specified course(s) within 2 weeks of acceptance into the program. This must include a copy of the **honorable discharge papers, DD 214** (Black out all but last 4 of SS#).

\_\_\_\_ Yes \_\_\_ No

Faculty Signature and Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Student adheres to the timelines noted in 1 and 2 above for consideration of request.

\_\_\_\_ Yes \_\_\_ No (if no, the request is denied and the student is notified)

1. Student meets with Director/Designee as requested.

\_\_\_\_ Yes \_\_\_ No

Faculty Signature and Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The appropriate faculty or faculty members designated by the Director/Designee reviews the materials, documents and evidence within 3 weeks of receipt of materials to the department. Materials are returned to the Director/Designee with a recommendation to Award Course Credit (state course name, number, and units) or Cannot Award Course Credit. Faculty must provide a brief summary statement to support his/her recommendation.

*(continued on next page)*

1. Director/Designee then meets with TVFSON’s Executive Committee to make a final determination of:

\_\_\_ Awards course credit (Attach documentation to this form and place in student file)

\_\_\_ Cannot award course credit based on lack of appropriate or adequate documentation (Comment below with rationale for denial of the request)

Comments:

Faculty Signature and Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Student is notified by the Executive Committee within 4 weeks of receipt of materials, documents or evidence. If a “Cannot Award Credit” decision is made, the letter of notification will indicate the rationale behind the decision. The student will be informed that he/she may request a challenge examination for the nursing course(s) per CSU policy. Challenge examinations may include paper/pencil testing, computerized testing, case studies, skills demonstration, and/or simulation scenarios.

Final Decision by Executive Committee:

Award Course Credit: Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; Units \_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ **√** Cannot Award Course Credit:

Rationale:

Request Challenge by Examination:

\_\_\_\_ Yes \_\_\_ No

Follow up with Director/Designee:

\_\_\_\_\_\_ Yes \_\_\_\_\_\_\_ No

The Valley Foundation School of Nursing at

San Jose State University

***Policy for Awarding of Credit for Previous Education or Other Acquired Knowledge,***

***Including Military Medical/Healthcare Education and Experience***

The Valley Foundation School of Nursing (TVFSON) at San Jose State University complies with California Board of Registered Nursing regulations (Amend Sections 1418, 1424, 1426, 1430; Adopt Sections 1423.1, 1423.2) as follows:

1. The Prelicensure Student Handbook shall include a section referring to Executive Order 1036 policy Systemwide Admission Eligibility and/or Baccalaureate Credit Awarded for External Examinations, Experiential Learning, and Instruction in Non-Collegiate Settings (https://csyou.calstate.edu/Divisions-Orgs/AcademicOrganizations/academicsenate/Plenary-Resolutions/2890attach.pdf ) as the mechanism for awarding course credit for previous education or other acquired knowledge, including military medical/healthcare education and experience. The Student handbook should note that this policy applies to all students, including those who have served or are serving in the United States Armed Forces.

2. The campus nursing webpage listing information on its pre-licensure program shall provide a link identified as “Information on the Awarding of Course Credit for Previous Education or Other Acquired Knowledge, Including Military Education and Experience” that directs to the pre-licensure student handbook (or has a PDF of the policy and procedures) that outlines program procedures related to this policy.

3. A form outlining the procedures will be provided and kept as a record in the student’s file. The procedural section shall include the following key elements:

3.1 A beginning and ending timeline for notification by the student to the undergraduate nursing program director or designee of request to seek credit for coursework and presentation of materials, documents and evidence for consideration for a specify course(s). The student must adhere to this timeline for consideration in order that necessary clearance may be granted.

3.2 A timeline for review of student materials, documents and evidence by the appropriate faculty or faculty group and notification to the applicant of the decision to award or not award credit or the need to request a challenge examination for the CSU Nursing course to determine proficiency of knowledge and or skills. Challenge by examination may be completed by paper/pencil testing, skills demonstration, simulation scenarios, case studies, etc.

3.3 Identification of any meetings that must take place between faculty and student.

**Priority policy for past military members applying to BSN program (posted on web site):**

*Beginning January 1, 2017*, U.S. military veterans may receive priority selection for SJSU’s nursing program. This includes those who have completed active duty, have an honorable discharge form (DD214), and meet the minimum SJSU nursing program impaction criteria for admission. Two spaces in the BSN generic nursing program will be held for military veterans per application cycle. After these two slots are filled, other applicants with prior service will be considered and ranked with others in the regular selection process. Documentation includes a DD 214 form showing an applicant’s honorable discharge. If the applicant’s documentation has a different name from his/her current name, additional documentation such as a marriage/divorce certificate, legal name change notification, etc. is required. Students must apply separately to the University (calstate.edu/apply) adhering to University deadlines. See the online application and the BS nursing student information packet on www.sjsu.edu/nursing web site under prospective students for further questions.

The Valley Foundation of School of Nursing at San Jose State University complies with California Board of Registered Nursing regulations (available @ [http://www/rn.ca.gov/pdfs/regulations/isor1423.pdf](http://www.rn.ca.gov/pdfs/regulations/isor1423.pdf)) and **SB 466**. This plan is designed for those with prior or current military medical/healthcare experience desiring awarding of credit for previous education or other acquired knowledge, including related military training. Student documentation is required and the School has specific deadlines for submission of documentation materials. Please see policy and procedure in the appendices of the Nursing Student Handbook for prelicensure students (available @[sjsu.edu/nursing](http://www.sjsu.edu/nursing/)).

**APPENDIX J**

**CHILDBIRTH PREPARATION CLASSES**

**CHILDBIRTH EDUCATION PREPARATION CLASS**

Prior to entry into the nursing course, Maternal Child Clinical, students will attend a childbirth education class. The overall goal is to prepare nursing students to care for patients during labor and birth. The three objectives are as stated-

After attending a Childbirth Education Class, the student will:

1. Be acquainted with at least one labor support technique
2. Describe labor progression
3. List options for coping during labor and birth

If possible, a childbirth education preparation class will be offered on the SJSU Campus, and resources would be available, if so. Detailed information such as date, time, location, and fee will be provided to the students during the semester prior to the Maternal Clinical course. The School recognizes and reserves the right to have an off-site vendor may be utilized (which will require the student to pay the fee). Sign in at the class will be required as proof of attendance.

If a student has recently attended a childbirth preparation course for personal reasons or if a student cannot attend the class on campus (if offered) for a compelling reason, contact the level of the maternity curriculum offering, semester chair for approval of the recent class taken or an approved alternative class option.

**APPENDIX K**

**UNIFORM & CLINICAL ATTIRE STANDARDS**

Standardization of Nursing Students’ Uniform Apparel

**San Jose State University- The Valley Foundation School of Nursing- Uniform Policy \**Effective Fall 2009- adapted 2021***

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 was 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. Some adaptations to Standard 5 (Piercings/ Tattoos) in Spring 2021.

## 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 (piercings not on other body parts such as tongue/nose, etc.)
* 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:

Those students with tattoos/ facial piercings will follow the policies and guidelines of**their assigned clinical site** each semester. If the student has concerns, please follow-up with the clinical faculty and the semester chair.

**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**

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). If agency allows, SJSU-provided student ID Tower cards are 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, as 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 from those listed below):

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 with cloth material. (Acute Pediatrics: consult instructor); If shirt is allowed under scrubs, must be totally white color.

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 (specific to agency).

Lehna, C., Pfoutz, S. Peterson, T.G, et al. (1999). Nursing attire: Indicators of professionalism?  *Journal of Professional Nursing, 15*(3), 192-199.

Newtin, M. &Chaney, J. (1996). Professional image: Enhanced or inhibited by attire?  *Journal of Professional Nursing, 12*(4), 240-244.

Skorupski, V., & Rea, R. ( 2006) Patient’s perceptions of today’s nursing attire; Exploring dual images. *JONA,* *36*(9), 393-400.

Windle, L., Halbert, K., Durmont, C., Tagnesi, K., & Johnson, K. (2008) An evidence-based approach to creating a new nursing dress code. *American Nurse Today. 3*(1), 17-19.

**APPENDIX L**

**GRIEVANCE OR GRADE DISPUTE PROCEDURE**

THE VALLEY FOUNDATION SCHOOL OF NURSING

**Grievance Procedure or Grade Dispute Process**

A *Grievance Procedure* or *Grade Dispute Process* is in place for students in the Valley Foundation School of Nursing who believe they have been treated unfairly and request a resolution. Students should follow the Valley Foundation School of Nursing *Grievance Process* or *Grade Dispute Flowchart* ( see following pages). at the School of Nursing level by appealing to the Nursing Executive Committee (*see Appendix M*) before seeking SJSU university-level options. The Valley Foundation School of Nursing Student Retention Coordinator and/or the SJSU Ombudsperson are available at any point in the process the student needs further guidance. More details for the university SJSU *Grievance Procedure* or *Grade Dispute Process* are described online by going to the SJSU Ombudsperson [University Ombudsperson](https://www.sjsu.edu/ombudsperson/index.html) or the University’s Student Fairness Committee website.

**What is a Grievance?**

A grievance is an allegation of an unauthorized or unjustified act or decision by a member of the faculty or staff or an administrative officer (hereafter referred to as university employee(s), that in any way adversely affects the status, rights or privileges of a student.

**What is a Grade Dispute?**

There is a presumption that grades assigned are correct. It is the responsibility of anyone appealing an assigned grade to demonstrate otherwise (EO 1037). TVFSON Executive Committee and/or the University Student Fairness Committee shall hear grade dispute petitions when petitions are deemed to be appropriate and include evidence related to the following condition/s:

* 1. When there is evaluation of students that differs from announced requirements.
  2. When there are belated impositions of requirements (that are not made clear and announced with due notice).
  3. When grades are based on criteria other than academic performance in the course (or do not align with course outcomes).
  4. When grading criteria do not provide a clear and consistent method of evaluating students’ work or performance.
  5. When students’ written requests for information during the semester regarding their academic progress in the course are not responded to in a reasonable time (e.g., two-three weeks after the request is made, depending on circumstances).
  6. When students’ requests for an explanation of how the posted course grades for a term were determined are not responded to in a reasonable time (e.g., the later of two -three weeks after the request is made or 10 working days before the add deadline for the fall or spring semester following the term in question). This should be a written request so the date is determined.
  7. When students are penalized for expressing opinions.
  8. When students are given to understand that they are removed from a course without due process of a hearing.

**How do I initiate an Informal Complaint?**

Informal discussion between parties directly involved in the dispute is essential in the early stages of the resolution process and shall be encouraged at all stages. The grievance procedure shall be conducted as quickly as is possible, but in such a way that due process is observed and fairness to all parties is achieved.  **PROCEDURE**: Please see the steps listed in the **Grievance Procedure or Grade Dispute Process** (Appendix L). Students may consult with TVFSON Student Retention Coordinator or the University Ombudsperson <https://www.sjsu.edu/ombudsperson/> at any step in this process, including prior to the initial meeting with faculty or course instructor.

**How do I file Formal Complaint?**

A formal complaint is a written statement that a situation is unsatisfactory or unacceptable to the student. Formal complaints include a grievance or a grade dispute and can be filed on the TVFSON executive committee **Petition Form (see Nursing web site for current form/Appendix M)**. At any time in the process, a formal complaint may also be filed by petition at the University level with the ombudsperson. Please note, any complaints or issues involving discrimination (including physical, racial, and sexual harassment) shall be reported directly to the SJSU “Office of Diversity, Equity, and Inclusion” [<https://www.sjsu.edu/diversity/office/index.php>].

**APPENDIX L (continued)**

**GRIEVENCE PROCESS**

*OR*

**GRADE DISPUTE**

THE VALLEY FOUNDATION SCHOOL OF NURSING

**GRIEVENCE PROCEDURE OR GRADE DISPUTE PROCESS**

If the student has a faculty or course related issue, please follow these steps in dealing with a concern or complaint (see following flowchart as well)\*

1. The student shall talk to the individual **faculty member or course instructor first**. The faculty or instructor shall then meet with the student in order to seek resolution of the issue.

\*\*\*Students are expected to follow this process, and not bypass this chain of command.

1. If an acceptable resolution is not reached at the faculty or course instructor level, the student shall make an appointment with the appropriate semester chairperson and/or the undergraduate coordinator. The semester chairperson and/or the undergraduate coordinator shall then meet with the student in order to seek resolution of the issue.
2. If an acceptable resolution is not reached at the semester chair and undergraduate coordinator level, the student should compose a professional email to the Director of The Valley Foundation School of Nursing. The Director of TVFSON will then meet with the student in order to seek resolution of the issue.
3. If an acceptable resolution is not received at this point, fill out a School of Nursing petition form -available on the nursing web site), for review by TVFSON Executive Committee. The student may submit the petition to a TVFSON administrative assistant. The student will be contacted for a formal hearing with TVFSON Executive Committee.

\*At any time, the student may seek the aid of TVFSON Student Retention Coordinator or the University Ombudsperson <https://www.sjsu.edu/ombudsperson/> , including at a time prior to the initial meeting with the faculty or course instructor.

**Additional Information**

The student may make a formal appeal to the Student Fairness Committee. The burden of proof rests with the complainant. In the Formal Resolution Process, the grievance petition must be submitted to the office of the ombudsman no later than the end of the semester following that in which the alleged cause of the dispute occurred.

See University policy [S07-6 STUDENT FAIRNESS DISPUTE RESOLUTION [PDF]](https://www.sjsu.edu/senate/docs/S07-6.pdf) for more details. Questions or issues involving discrimination (including physical, racial, and sexual harassment) should be reported to the [SJSU Office of Equal Opportunity](http://www.sjsu.edu/hr/equal_opportunity/index.html).

**Grievance Process or Grade Dispute Flowchart (AY 2021/22)**

**Discuss with Faculty**

**or Course Instructor**

**Contact the Semester Chair**

**and/or the**

**Undergraduate Coordinator**

**Discuss with the Semester Chair**

**and/or the**

**Undergraduate Coordinator**

**Situation or Issue Occurs\***

**Satisfied with the response?**

**Yes**

**No**

**Petition the TVFSON**

**Executive Committee**

**Hearing with TVFSON**

**Executive Committee**

**Final Decision or SJSU SFC\* (\* SJSU Student Fairness Committee)**

**Yes**

**Yes**

**Satisfied with the response?**

**Discuss with the**

**Director of TVFSON**

**Contact the**

**Director of TVFSON**

**No**

**No**

**Satisfied with the response?**

**Yes**

**Satisfied with the response?**

**APPENDIX M**

**EXECUTIVE COMMITTEE PETITION**

# SAN JOSE STATE UNIVERSITY

**The Valley Foundation School of Nursing (TVFSON) PETITION**

Name SJSU ID# or last 4 of SS#

( Last. First. Middle)

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City State Zip

Email: Phone ( )

Today’s Date **Semester level** (if in program) -­ otherwise, leave blank \_\_\_\_\_\_\_\_\_\_\_

This petition may be used to request a variety of actions. A separate petition is required for each request. *If requesting a prerequisite course substitution, please use the online School Prerequisite Course Substitution Form (under forms on web site).* After completing this fillable form, submit electronically to desiree.velez@sjsu.edu). The Executive Committee will review your petition. You will be notified of decision after the next executive meeting (usually held every 10 weeks). ph 408 -924 -3130. Please do the following:

 *(Preferable submission process)* Submit this document and clear legible scans of any supporting documents (e.g., *copy of all teas reports*, as well as unofficial transcripts if your request includes grade issues or if trying to get into program).

 **After a decision has been reached**, the petition **will be emailed back to you.**

 **This petition** must be submitted & received by the dept, **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. The Board usually meets twice a semester.

***State your specific request, outlining the details below.***

...................................................................................................................................................

**I request that:** ( ) *e.g. have the exemption to……. be allowed to……*

**Reason**: (Explain rationale and whether you are a **student at SJSU or elsewhere** trying to get into the program). If too little room here, you may attach a one-­page typed form *using a font of 12 or larger*, with name, date, and ID:

Student’s Name Date

# ····························································································································································

**OFFICE USE ONLY**

Decision ( )

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Director or Director’s Faculty Designee Date

Petition Form\_2021.docx Petition\_wd vers copy.doc Created on 4/26/17 - adapted 2021

**APPENDIX N**

**GRADUATION INSTRUCTIONS**

(For those graduating Spring 2021 and after, this form is no longer in effect, as UNIV. has changed to online Graduation applications)

**SAN JOSE STATE UNIVERSITY**

The Valley Foundation School of Nursing

*Graduation Instructions*

1. The ***application for graduation*** is now done online and has a fee attached- Usually this is done online. There will be an indictor in “*My progress*” that you are eligible to graduate. It is done ~ one year prior to graduation, for the regular BSN program, unless units in excess of 100.
2. There is a separate form/fee for change of Graduation date.
3. It is your responsibility to be certain that there is an official transcript for all the courses listed on my progress, with the Office of Records at SJSU. This includes any courses taken at other colleges/universities, even after beginning SJSU.
4. Allow sufficient time for the UNIV’s graduation evaluator assigned to you to process requests (at least 1 semester). Your SJSU email will always be the email used for official correspondence but the correspondence may go into “spam” mail, so please check there, as well. Check on “http://one.sjsu.edu “as well. You should keep your email and contact Phone # updated with one.sjsu.edu.
5. If you have any questions, contact your advisor (The Undergraduate Coordinator -if not an RN-to-BSN student).

(Rev. 7/2021)

**APPENDIX O**

**CALIFORNIA NURSING STUDENT’S**

**ASSOCIATION BYLAWS**

**Constitution and Bylaws** *(These are updated annually of needed by Associated Students Grp)*

**San Jose State University’s California Nursing Student's Association** (CSNA)- 2019

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:

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 a11 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**

SAN JOSE STATE UNIVERSITY

The Valley Foundation School of Nursing

GUIDELINES FOR STUDENT CLASS SEMESTER REPRESENTATIVES

Class Representatives to Semester Committee

1. Two representatives should be selected – (volunteer or voted on)- usually form the skills or leadership classes. Depending on the semester chair’s directions, both/all student representatives may attend the meeting or (at the Chair’s discretion) they may alternate attendance. In the case of graduate students, the Graduate Coordinator will select one graduate representative.

2. Each class section will allow three to five minutes for the general report of the representative(s) following the semester meeting. Please keep comments within time restrictions. Ideally, agenda items should be sent to the semester chairperson ahead of the meeting time.

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 to3- 5 minutes so thoughtful comments/resolution ideas should be constructed. Student reps. may not attend the part of the semester meeting that discusses confidential information.

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 ***Grade Dispute Resolution Procedures*** *(found in Appendices for student handbook)*.

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 Representation to Curriculum Coordinating Committee

Semester representatives will provide input through that semester’s chairperson, to the Curriculum Coordinating Committee (CCC). If a critical issue comes up that has been previously presented to the semester meeting, and permission is received 1 week in advance from the Curriculum Coordinator, one to two representatives may attend CCC to present student’ concerns by submitting agenda items to the semester meeting and Curriculum Coordinator, given a limitation on time constraints.

**APPENDIX Q**

**STUDENT AND VISITOR ACCIDENT REPORT**

**Finance & Risk Mgt Office- PHONE # 408-924-1558**

*For student and/or visitor accident report*, see

Risk Management web-link below, or go to

The Valley Foundation School of Nursing Department Office

<https://www.sjsu.edu/fabs/services/risk/accidents.php> (2021)

for reporting GUIDELINES:

**[PDF]** [**Student Visitor Accident Reporting** Guidelines](http://www.sjsu.edu/finance/docs/risk_policy_accident_std_vist.pdf) (2018)

|  |
| --- |
| www.sjsu.edu/finance/docs/risk\_policy\_accident\_std\_vist.pdf |
|  |

***For Faculty****: “Employer’s Report of*

*Occupational Injury or Illness”*

For ***employee accident report***, go to the website & see

University Personnel web-link below (as of 2021), or

go to The Valley Foundation

School of Nursing Departmental Office

<https://www.sjsu.edu/up/uptoolkit/operations/workers-compensation/index.php>

<https://www.sjsu.edu/fabs/docs/risk_policy_accident_std_vist.pdf> (2021)

**Student and Visitor Accident** **Reporting Guidelines (2018)**

***Please see the current risk management web site***

***for the most current guidelines***

**Risk Management**

Finance- One Washington Square- San José, CA 95192-0008 Main: 408-924-1558 Fax: 408-924-1892

*These guidelines provide instructions for reporting and handling accidents or incidents that happen to students and visitors while on the San José State University (SJSU) campus. In addition, this covers accidents or incidents occurring to SJSU students while engaged in off-campus curricular activities.*

2

**I. Purpose/Description**

In the event of an accident, the highest priority must always be caring for the involved individual. The situation should be evaluated by the injured person and the others who are present. Use a first aid kit to provide care for minor injuries. In the event of a serious injury, call the University Police Department (UPD) at 408-924-2222 and follow their instructions.

Once the accident or incident is under control, report it to Risk Management following these guidelines and submitting the Student and Visitor Accident Reporting form <http://www.sjsu.edu/finance/docs/risk_forms_accident_stdvist.pdf.>

Accidents and incidents that should be reported using these guidelines and form include physical injury to a visitor, any criminal behavior aimed toward the visitor or which the visitor accidentally becomes involved, or loss of or damage to personal property caused directly by the accident or incident.

**The Student and Visitor Accident Report is necessary**:

* to assist the university in proper investigation and follow-up measures to prevent further accidents;
* to assist with the injured person’s own medical insurance. The Student and Visitor Accident Report is needed *in addition to* reports that UPD may file.  The Student and Visitor Accident Report may be completed either by the injured person or by the person in charge of the activity during which the accident or incident occurred.  All information is treated as confidential and will be used only for purposes of investigating the accident/incident and for processing any claims against the university.

**II. Process**  1. Once the accident/incident is under control, complete the Student and Visitor Accident Reporting form.

1. Within **24 hours** of the accident/incident, send the Student and Visitor Accident Reporting form to  Risk Management, **extended zip 0004, or fax to 408-924-1892**.
2. When received by Risk Management, a representative will evaluate the information, determining whether further investigation of the event is needed.
3. If further investigation is needed, a Risk Management representative will contact the individual who completed the form and the affected person.
4. If insurance claims are to be filed, a Risk Management representative will work with the appropriate insurance carriers and the affected individual to expedite the process.

Risk Management 

**III. University Departments (Go to main web page for working hyperlinks)**

1. Risk Management (<http://www.sjsu.edu/finance/about_us/risk_mgmt/)>
2. University Police Department (<http://www.sjsu.edu/police>/)  **IV. Forms**

• Student and Visitor Accident Reporting (http://www.sjsu.edu/finance/docs/risk\_forms\_accident\_stdvist.pdf)

risk\_policy\_accident\_std\_vist.doc 2/7/18

***Page 2 of 2 (of Risk Mgr 2018 guidelines***)

**APPENDIX R**

ADVANCED PLACEMENT FOR REGISTERED NURSES

PLEASE SEE THE SCHOOL OF NURSING WEBSITE

[www.sjsu.edu/nursing](http://www.sjsu.edu/nursing)

Click on the link: Bridge RN-to-BS &

click on RN advising slides/times

**APPENDIX S**

**SIMULATION LABORATORY EXPERIENCES and V-SIM**

**Frequently Asked Questions About Simulation**

**Where are the Simulation labs located?**

The third floor of the Health Building.

**Will I be graded?**

No, but attendance is not optional- If part of class requirements for Theory/ lab and /or clinical/ and or Leadership class, student will be instructed on Canvas web site/ and/ or by the instructor. V-sim experiences were implemented in Spring 2020 (with Covid-19 changes to the curriculum). Often, 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? (NOTE: *This was written prior to COVID-19 situation- For current procedures, check with SIM Faculty AY 2021/2022)***

You are expected to be dressed as if you were going to clinical- with hair off shoulders. 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, faculty also want you to take this experience seriously.

**How do I prepare?**

Check our web-based **Canvas®** site and check with your skills lab and/or 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 the simulation faculty or their nursing instructor.

**APPENDIX T**

**NURSING STUDENT MALPRACTICE**

**(Professional Liability) INSURANCE**

**&**

**HEALTH INSURANCE REQUIREMENT 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 (both undergraduate and graduate students in clinicals, 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](http://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.

4) Coverage includes "Good Samaritan" coverage which applies to volunteer activities performed within the student’s scope of practice.

5) Upload your documentation to our online vendor, *CastleBranch ®* - You may be asked to provide a copy of your liability insurance to the Compliance Officer, or clinical faculty as well.

6) **You will need to renew your malpractice insurance yearly.**

**HEALTH INSURANCE POLICY:**

Effective 2016, all students are required to carry his/her own health insurance (with coverage sufficient to cover inpatient hospitalization). Students should clarify with Nursing’s health officer if unsure about adequate coverage. This is part of our agency contractual agreement/s. All costs related to this are covered by the student and/or as the case applies, the student’s family.

**APPENDIX U**

**B.S. NURSING PROGRAM**

**KAPLAN COMPENTENCY EXAM PROCESS**

For information, please contact the Dept. administrative staff in HB 420

[nursing@sjsu.edu](mailto:nursing@sjsu.edu) or (Isela.Garcia@sjsu.edu)

**APPENDIX V**

STUDENT FINANCIAL AID and

SCHOLARSHIP INFORMATION

**SCHOLARSHIP Information**

FOR FURTHER INFORMATION PLEASE

CONTACT faculty, Dr. Alice Butzlaff (Retention Coordinator)

and refer to SJSU Financial Aid, in *subject heading* of email

SAN JOSÉ STATE UNIVERSITY

The Valley Foundation School of Nursing

**GUIDELINES FOR THE EMERGENCY LOAN (form located on TVFSON Website)**

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 Faculty Retention Coordinator at The Valley Foundation School of Nursing:

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*

*Alice.Butzlaff@sjsu.edu*

SAN JOSÉ STATE UNIVERSITY

The Valley Foundation School of Nursing

### 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.)

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. SJSU Student ID Number

Home address Phone ( )

Email

(City, State, Zip Code)

College address Phone ( )

Email

(City, State, Zip Code)

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 aide an R.N. an LVN Other health care position

5. Financial Need (***explain***):

*Nursing’s Emergency Loan Application: Page 2 of 2* ***STUDENT NAME****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

|  |  |  |  |
| --- | --- | --- | --- |
| EXPENSES (note monthly and semester) | | | |
| **General Expenses *per semester*** | **Amount**  **(fill in blank)** | **School Expenses *per semester*** | **Amount**  **(fill in blank)** |
| Rent/board and room |  | Books |  |
| Utilities |  | Tuition |  |
| Food |  | Uniforms |  |
| Car Insurance |  | Equipment (scissors, stethoscope, etc.) |  |
| Car Payment |  | Health Insurance |  |
| Gasoline |  | CNSA/Malpractice |  |
| Medical/Dental |  | Other |  |
| Other |  |  |  |
| **Total General Expenses** |  | **Total School Expenses** |  |

|  |  |
| --- | --- |
| STUDENT’S SEMESTER NET INCOME | |
| Students’ wages, tips, etc. |  |
| Spouse’s wages, tips, etc. |  |
| Other income |  |
| Parent’s contribution |  |
| Grants/scholarships |  |
| Loans |  |
| Social Security benefits |  |
| Other |  |
| **Total Resources** |  |
| **Total Resources available for education** |  |

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’s **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 directed to keep his/her copy for own records***

**APPENDIX W**

**PROGRAM OF STUDY**

**SAN JOSE STATE UNIVERSITY**

**THE VALLEY FOUNDATION SCHOOL OF NURSING**

**PROGRAM COURSE OF STUDY \* for prior curriculum**

**(\*for students beginning the major in Fall 2010 through Summer 2020)**

|  |  |  |
| --- | --- | --- |
| **SEM level** | **Course # /(#units)** |  |
| SEM 1  **11 Units** | N23  (3) | **Pathophysiology – Theory 1.**  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. |
|  | N33  (2) | **Professional Role Development I**  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. |
|  | N43  (3) | **Pharmacology.**  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. |
|  | N53  (3) | **Skills in Nursing 1.**  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. |
| SEM 2  **12 units** | N24  (4) | **Adult Care Management I** 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. |
|  | N34  (1) | **Professional Role Development II** 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. |
|  | N44  (3) | **Adult Care Clinical Practicum I**  *( 9 hrs/week)* 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. |
|  | N 128 (2) | **Evidence-Based Nursing Practice**  Focus is on research methodology and terminology related to nursing process and evidence based nursing practice. |
|  | N54  (2) | **Skills in Nursing II.** 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, venipucture, trach care, wound care, NG tubes, blood transfusions, and postmortem care. |
| SEM 3  **10 units** | N126 A and B  (2 + 2 units) | **Maternal-Child Health Theory.** 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. |
|  | N136  (2) | **Professional Role Development III.** 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. |
|  | N146 A (2) | **Pediatric Clinical**  *( 6.5 hrs/week)* 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. |
|  | N146 B  (2) | **Maternal Health Clinical**  *( 6.5 hrs/week)* Focuses on providing family centered care to culturally diverse childbearing families using concepts of systems theory in acute care, home, and community settings. |
| SEM 4  **10 units** | N 125 (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. |
|  | 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 5  **11 units** | 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 N 147A-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  **6 units** | 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 N 148A-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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAN JOSE STATE UNIVERSITY SCHOOL OF NURSING PROGRAM COURSE OF STUDY\*\***  **(\*\*For students beginning the major in Fall 2020 or later)** | | | | |
|  | | **Course #**  **(units)** |  |  |
| SEM 1  **13 Units** | | NURS 10  (2) | **Leadership I.**  An overview of professional nursing role and scope of practice. Includes: nursing core values, professional role, nursing process, systems theory, code of ethics, Nurse Practice Act, conflict resolution, communication, the transformative process from novice  to expert, and self-care strategies. |  |
|  | | NURS 11  (2) | **Intro to Pharmacology I.**  An introduction to major medication classifications. Emphasizes the nurse’s role in medication administration including assessments, interventions, and expected outcomes of commonly  used medications. |  |
|  | | NURS 12  (3) | **Nursing Skills and Health Assessment I.**  Focuses on foundational nursing skills including health assessment, nursing process, communication, psychomotor skills and critical thinking in the context of diverse client populations. Person- centered care and safety are emphasized through the use of simulation. |  |
|  | | NURS 13A (2) | **Gerontological Nursing Theory.**  Introduction to Gerontological nursing, including developmental stages and transitions of aging, expected age-related physiological and psychological changes and assessment findings, promotion of health for the older adult client, resources available to seniors, and end of life issues. |  |
|  | | NURS 13B (1) | **Geriatric Nursing Practicum.**  Provide supervised nursing care to geriatric clients in a variety of healthcare settings. Focus on applying professional fundamental nursing skills including therapeutic communications, nursing  assessment and health promotion. |  |
|  | | NURS 100W E (3) | **Evidence-Based Practice & Writing.**  Focus is on research methodology and terminology related to nursing process and evidence-based nursing practice. Development of skills in scientific and technical writing. How to write a critical review of published writing, a business letter, a scholarly paper, and give an oral presentation. |  |
| SEM 2  **14 units** | | NURS 20A (4) | **Adult Care Management I.**  Focuses on knowledge of concepts related to care of the adult with selected medical-surgical conditions. Emphasis is on the nursing process and developing competence in providing and coordinating nursing care. |  |
|  | | NURS 20B (3) | **Adult Care Practicum I.**  Provides supervised nursing care to hospitalized adults and their families. Emphasizes systematic assessment, nursing process, and clinical reasoning. Builds competency in selected nursing therapies, and developing in the role of professional nurse. |  |
|  | | NURS 22  (2) | **Nursing Skills and Health Assessment II**  Focuses on integration of clinical reasoning and client context in  performing complex nursing therapies and psychomotor skills. Person-centered care and patient safety are emphasized through the use of simulation. |  |

|  |  |  |
| --- | --- | --- |
|  | NURS 123A (3) | **Mental Health Theory.**  Focuses on psychiatric-mental health theoretical nursing concepts for culturally diverse clients. Emphasis on therapeutic communication, health promotion and prevention, advocacy and  ethical issues for individuals and families with complex health problems. |
|  | NURS 123B (2) | **Mental Health Practicum.**  Provides supervised nursing care to diverse individuals with mental health conditions in a variety of settings. Emphasis on therapeutic communications and symptom management, screening interventions, health promotion, and interdisciplinary care  coordination. |
| SEM 3  **13 units** | NURS 32  (1) | **Nursing Skills & Health Assessment III.**  Focuses on the childrearing and childbearing population with integration of clinical reasoning (nursing process) during health assessments and psychomotor skills to provide safe client care in a variety of settings. |
|  | NURS 161  (2) | **Leadership II.**  Focuses on safe practice of professional nursing. Including interdisciplinary communication, bioethical and legal concerns, cost of care, end-of-life care, and health literacy and disparities for  culturally diverse clients. |
|  | NURS 164A (3) | **Community Health Theory.**  Focuses on community health concepts and the care of the population, families, and individuals with complex health problems using health promotion and wellness strategies across the life span. Emphasis on core public health competencies and the influence of health policy on the populations’ health. |
|  | NURS 164B (2) | **Community Health Practicum.**  Utilizes a systems approach to promoting health and wellness for individuals and groups across the lifespan. Applies nursing process to care of clients from diverse populations in the community in a variety of settings. |
|  | NURS 165A (3) | **Child Health Theory.**  Focus is on direct health care of children and the childrearing family in various health care settings. Exploration of bio- psychosocial processes involved in health, life transitions, and  illness with identification of related preventive and therapeutic nursing behaviors. |
|  | NURS 165B (2) | **Child Health Practicum.**  Provides supervised nursing care to culturally diverse child-rearing families and children using concepts of systems theory in acute care, home and community settings. |

|  |  |  |
| --- | --- | --- |
| SEM 4  **13 units** | NURS 166 (1) | **Simulation I**  Provides objective-driven learning activities using a variety of  simulation modalities. Faculty-guided simulations provide opportunities for developing problem identification and clinical reasoning skills across the lifespan. Reflective thinking is  incorporated into all simulated experiences. |
|  | NURS 167A (4) | **Adult Care Management II Theory.**  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. |
|  | NURS 167B (3) | **Adult Care Management II Practicum.**  Provides an advanced level of supervised nursing care to hospitalized adults and their families. Emphasizes systematic assessment, nursing process, and clinical reasoning. Promotes development of competency in professional registered nurse role  and application of clinical judgment. |
|  | NURS 168A (3) | **Maternal Newborn Health.**  Focus is on direct health care of newborns and the childbearing family in various health care settings. Exploration of bio- psychosocial processes involved in health, life transitions, and  illness with identification of related preventive and therapeutic nursing behaviors. |
|  | NURS 168B (2) | **Maternal Newborn Practicum.**  Focuses on providing family centered care to culturally diverse childbearing families using concepts of systems theory in acute  care, home and community settings. |
| SEM 5  **7 units** | NURS 177  (4) | **Senior Preceptorship.**  Independent, preceptor experience in a clinical setting. Uses a  systems approach integrating knowledge of research, leadership, pathophysiology, and nursing into practice. |
|  | NURS 178  (3) | **Leadership III.**  Focus is on demonstration of the professional nurse role. Includes integration of theoretical concepts in the practice setting.  Encompasses models and theories of nursing management and leadership, teamwork, communication, cultural competence, economics, health disparities, quality improvement, ethics, patient  safety, career development. |

**APPENDIX X**

### PRIVACY RIGHTS OF STUDENTS IN EDUCATION RECORDS (also known as FERPA)

## [www.sjsu.edu/registrar/services/faculty\_staff/](http://www.sjsu.edu/registrar/services/faculty_staff/)

## <http://www.sjsu.edu/registrar/FERPA/index.html>From 2016/2017 SJSU Catalog Online: Privacy Rights Of Students In Education Records

### ALSO FOUND AT [https://www.sjsu.edu/registrar/academic-records/ferpa.php](https://www.sjsu.edu/REGISTRAR/ACADEMIC-RECORDS/FERPA.PHP)

( as of 8/2021: ***New!*** - Students can now authorize designee(s) through the MySJSU portal to disclose their records. Scroll down to "Authorize to Release Information" section for more details.

FERPA is the Family Educational Right to Privacy Act of 1974, otherwise known as the Buckley Amendment. This act is enforced by the [Family Policy Compliance Office (FPCO) in the U.S. Department of Education in Washington, D.C.](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)

It is a Federal law that protects the privacy of student records. **It gives students certain rights with respect to their education records**:

* + the right to view and inspect their records
  + the right to request for an amendment to their records
  + the right to consent to disclosure of personally identifiable information contained in the student’s information records, except to the extent that FERPA authorizes disclosure without consent

San Jose State University does not release information from student records without a written consent from the student, except for student information that the university has deemed as directory information. SJSU Student Information Disclosure policy is more restricted than what FERPA provides as directory information. Requests for contact information are not honored, especially for marketing or membership solicitation purposes.

### 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 thereunder (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 S66-20 is more restrictive than the law. SJSU 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:

|  |  |
| --- | --- |
| Academic | Registrar |
| Academic | Department Chair or College Dean |
| Admission | Director of Admissions |
| Career Services | Director of the Career Center |
| Disability Resources | Director of the Disability Resource Center |
| Disciplinary | Chief Judicial Affairs Officer |
| Financial Accounts | University Bursar/Bursar’s Office |
| Financial Aid/Scholarships | Director of Financial Aid and Scholarships |
| Student Activities/Organizations | Director of Student Involvement |
| University Housing | Director of University Housing Services |

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 *FERPA Bulletin* at <http://www.sjsu.edu/registrar/docs/2094_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., S.W. Washington, D.C. 20202-4605 (web site: <http://www2.ed.gov/policy/gen/guid/fpco/index.html> ) *or* Telephone (202) 260-3887 or TDD (202) 260-8956].

**APPENDIX Y**

**THE VALLEY FOUNDATION SCHOOL OF NURSING’s MISSION & VISION STATEMENTS**

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 to empower our graduates to be responsible and knowledgeable clinicians, leaders, and scholars who strive to meet changing global healthcare needs.”

April 25, 2016 (Approved May 9, 2016 Faculty Meeting)

**Vision Statement:**

“*The Mission of The Valley Foundation School of Nursing, is as follows:*

Providing excellence in nursing education through innovation, creativity, and collaborative partnerships to meet the healthcare needs of diverse communities.” (2016)

## Mission Statement *(from 8/2021 web site)*

“Provide educational excellence in the science and art of professional nursing to empower our graduates to be responsible and knowledgeable clinicians, leaders, and scholars who strive to meet changing global healthcare needs”.

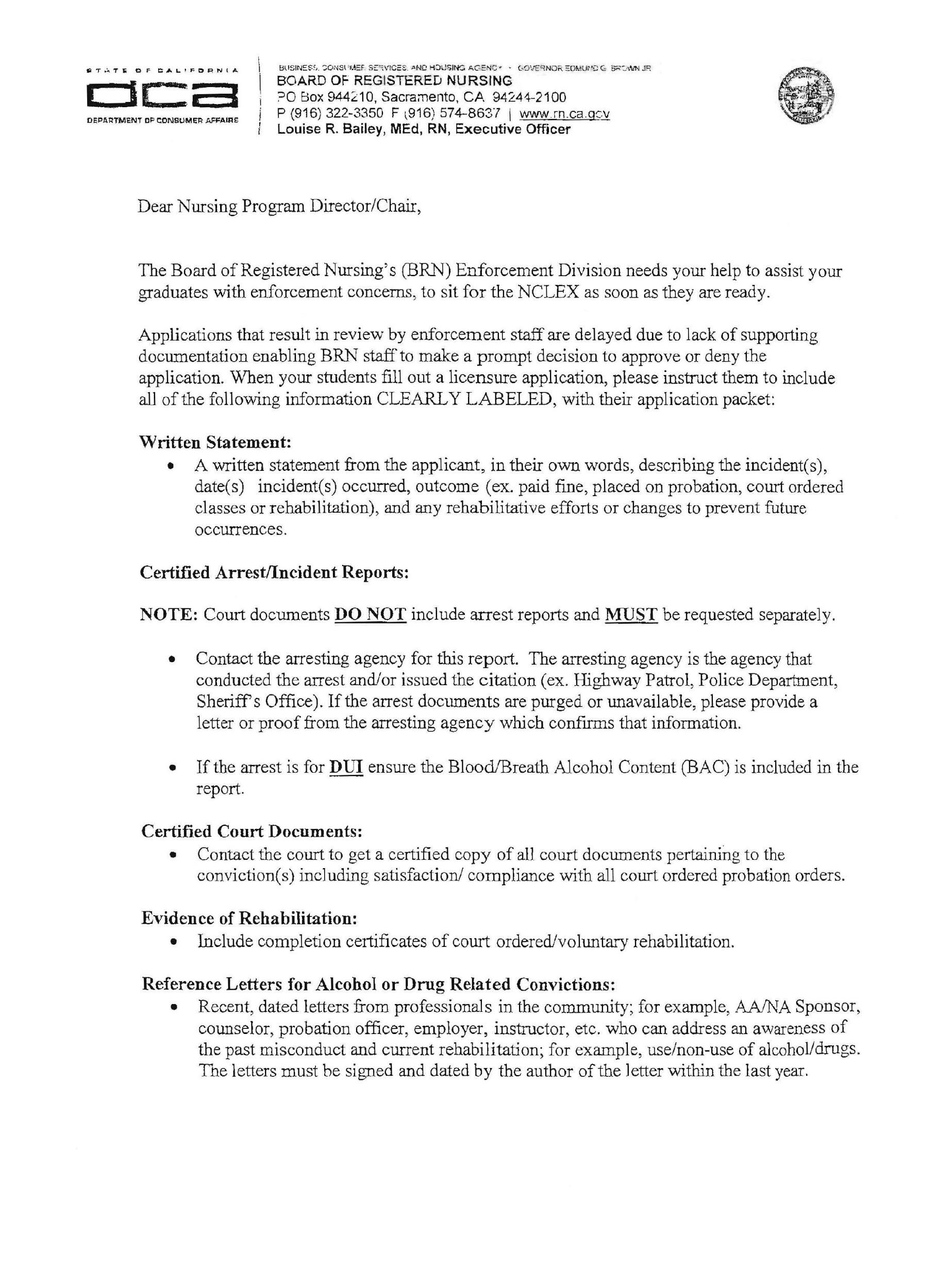
**APPENDIX Z**

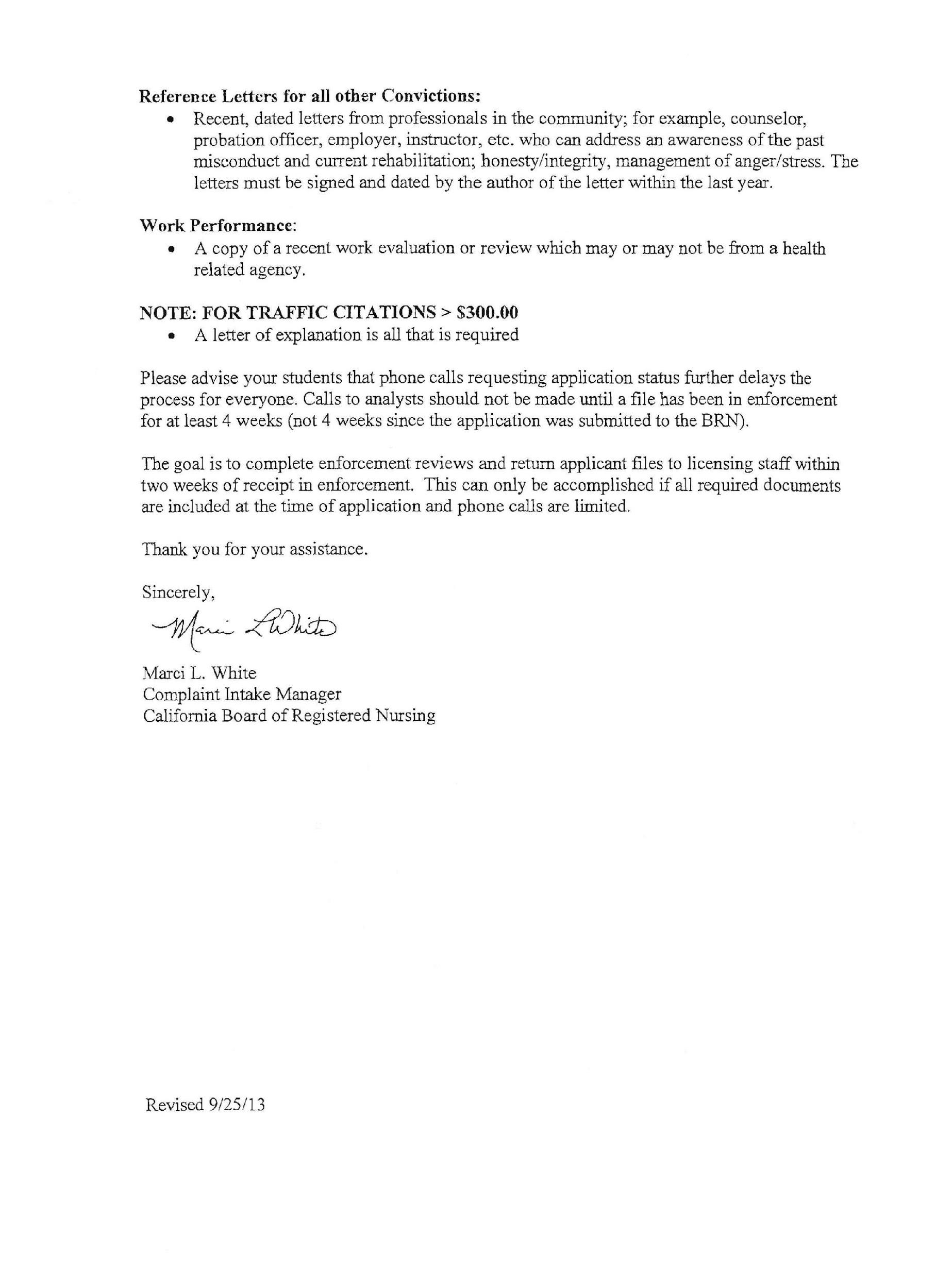
**CA Board of Registered Nursing Background**

**and Enforcement Procedure** *( as of 2013)*

(Found on TVFSON, Nursing web page

under “Policies”)





**Appendix AA**

Policy & Contract for Social Media Conduct

(Effective Fall 2018, Contract will be completed with online vendor, CastleBranch® )

THE VALLEY FOUNDATION SCHOOL OF NURSING

San Jose State University

EFFECTIVE DATE: May 7, 2018

**Social Media Policy**

PURPOSE:

The SJSU Valley Foundation School of Nursing (TVFSON) supports the use of social media to reach audiences important to the University such as students, prospective students, alumni, faculty, staff, practice partners, and healthcare professionals. The University presence or participation on social media sites is guided by university policy. In addition, the ANA’s policy concerning ethical standards and social media guidelines is a basis for this document. The following policy applies to SJSU School of Nursing students who engage in internet/online conversations for school-related purposes or school-related activities such as interactions in or about clinical, simulation, and didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA, or the *Health Insurance Portability and Accountability Act*, and The Family Educational Rights and Privacy Act (FERPA) - whether discussed through traditional communication channels or through social media.

GENERAL INFORMATION:

Social media are defined as mechanisms for communication and information gathering/sharing designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Social media is commonly thought of as a group of Internet-based applications that are

built on the ideological and technological foundations of the web that allows the creation and exchange of user-generated content. Examples include, but ***are not limited to***, LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, discussion boards, Allnurses.com, Twitter, Facebook, YouTube, MySpace, Snapchat, and Instagram.

Reference resources should be used to clarify the nurse’s role and responsibilities. Please review the National Council State Boards of Nursing’s (NCSBN) White Paper: A Nurse’s Guide to Use of Social Media and the American Nurses Association’s (ANA) Principles for Social Networking and 6 Tips for Nurses Using Social Media (1/2012).

While this SJSU policy may need to be modified as new technologies and social networking tools emerge, the spirit of the policy will remain the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional, and university reputations.

As students you will want to represent the University and the School in a fair, accurate and legal manner while protecting the brand and reputation of the institution. When publishing/posting information on social media sites, remain cognizant that information may be public for anyone to see and can be traced back to you as an individual. Since social media typically enables two-way communications with your audience, you have less control about how materials you post will be used by others. As one person remarked, “If you wouldn’t put it on a flier, carve it into cement in the quad or want it published on the front of the Wall Street Journal, don’t broadcast it via social media channels. “ Nursing students must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.

POLICY:

• Protect confidential, sensitive, and proprietary information: Do not post or share confidential or proprietary information about the university, faculty, staff, students, clinical facilities,

patients/clients, or others with whom one has contact in the role of a San Jose State University, School of Nursing student.

• Respect copyright, intellectual properties, and understand fair use. When posting or sharing, be mindful of the copyright and intellectual property rights of others and of the university. For guidance, visit the University’s Library site ( [https://Libguides.sjsu.edu/copyright](https://libguides.sjsu.edu/copyright)).\*\*

• Do not use San Jose State University (SJSU) or School of Nursing marks, such as logos and graphics, on personal social media sites. Do not use SJSU’s name to promote a product, cause, or political party or candidate.

• Use of the School of Nursing’s marks (logos and graphics) for School-sanctioned events must be approved (posters, fliers, postings) by administration.

• It is expected that during clinicals and classes use of a smartphone/tablet and other devices employed for social media will be used only as authorized by faculty and facility policy.

• No **personal** phone conversations or texting are allowed at any time while in patient/client areas or in the classroom. If the student needs to respond to an emergency text or phone call during class, the student is asked to leave the classroom and respond as deemed necessary. The exception to this, might be in a setting such as community-based environments, where faculty have given express permission to communicate with themselves or your clients.

• Use of computers (smartphones/tablets, notebooks, etc.) shall be restricted to note taking and classroom activities, unless directed by the faculty in charge. Other usage is distracting for not only the student involved in the activity but those in the immediate area/vicinity.

• **No student** shall videotape, photograph or voice record professors and/or fellow students for personal or social media use without the express written permission of the faculty or fellow student. At NO TIME shall patients/clients/mannequins be videotaped, photographed or voice-recorded without written permission of the patient/client/faculty AND of the facility.

* All students participating in simulation activities are also to follow these guidelines.

• Be aware of your association with San Jose State University in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on SJSU’s behalf, unless you are authorized to do so in writing.

• HIPAA guidelines must be followed at all times. Identifiable information (either direct **or** indirect) concerning clients/clinical rotations must not be posted in any online forum or webpage. [ NOTE: Faculty will give direction for how information in instructional management systems, such as Canvas ®, is treated].

• Ultimately, you have sole responsibility for what you post. Be smart about protecting yourself, your and others privacy, and confidential information.

PROCEDURE/CONSIDERATIONS:

* All students will sign a “Contract Social Media Conduct”, on entering the program.
* All students will be held accountable for following *these social media policy* guidelines.
* There is no such thing as a “private” social media site. Search engines can find posts years after the publication date. Comments can be forwarded or copied. Archival systems save information, including deleted postings. If you feel angry or passionate about a subject, it’s wise to delay posting until you are calm and clear-headed. Think twice before posting or sharing. If you are unsure about posting something or responding to a comment, ask your faculty. If you are about to publish something that makes you even the slightest bit uncertain, review the suggestions in this policy and seek guidance.

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

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

• Respect your audience.

• Adhere to all applicable University and affiliated clinical sites’ privacy and confidentiality policies.

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

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

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

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

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

CONSEQUENCES:

• Violations of patient privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.

• Students who share confidential or unprofessional information, do so at the risk of disciplinary action including possible failure of a course and/or dismissal from the nursing major.

• Each student is legally responsible for individual postings and may be subject to liability, if individual postings are found defamatory, harassing, or in violation of this social media policy or any other applicable policy or law. Students may also be liable if individual postings include confidential or copyrighted information (e.g., music, videos, text, etc.).

Approved by Nursing Faculty: **May 7, 2018**

NOTE: SJSU’s School Of Nursing Social Media Policy is adapted from The ANA Social Media Policy and this approved policy will be posted in the School’s *Nursing Student Handbook*.

\*\*S96-11 Fair Use of Copyrighted Materials; Intellectual Property (<http://www.sjsu.edu/senate/docs/S96-11.pdf>)

\*\*F98-3 Intellectual/Creative Property (<http://www.sjsu.edu/senate/docs/F98-3.pdf>)

**Contract of Social Media Conduct**

As a condition of my acceptance to The Valley Foundation School of Nursing (TVFSON), I agree to comply with all state, local, and federal requirements governing the privacy of information. I have read and understood TVFSON’s Social Media Policy, posted on the nursing web site. In addition, this policy is available in the latest online copy of the Nursing Student Handbook. I am aware that this policy applies to all students enrolled in TVFSON programs (i.e., BSN, RN-to-BSN, Masters, FNP, and DNP). I agree to uphold all HIPAA and other privacy requirements while enrolled in The Valley Foundation School of Nursing program.

I understand that I am bound to comply with all privacy requirements both in the classroom and the clinical environments, which include my personal and online conversations with family, friends, and peers. I will be held accountable for maintaining the privacy of any information that I obtain, see, or am given during my clinical rotations, as well as in other settings. I agree not to discuss or post comments, video, pictures, etc… Additionally, I agree not to discuss/post any comments, video, pictures of clinical/simulation experience(s) or refer to any information regarding my experiences with the clinical agency, its staff, or patients on any social media sites (see those listed in policy on sjsu.edu/nursing on TVFSON’s web site, under “Policies”). Faculty may give additional directions to students about the policies for Canvas® assignments. For any concerns or clarification, I will consult with the TVFSON faculty.

TVFSON administration may conduct periodic Internet searches for any breach of privacy policies. If any violations are discovered, I will likely be prohibited from returning to the classroom and /or the clinical site. Such a violation may also result in a delay in completing my degree requirements or may result in further disciplinary action by the School and /or the University.

***My signature below, confirms my having read and reviewed the School of Nursing’s Social Media Policy and possible consequences***.

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name (print first & last ): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SJSU Student ID\_\_\_\_\_\_\_\_\_\_\_\_\_

Student ( if electronic, or may type) Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Semester Level \_\_\_\_\_\_\_\_

CIRCLE (**or underline, Bold)** the TYPE of Student: ( BSN; RN-to-BSN; MS; FNP; DNP)

**Appendix BB**

The Valley Foundation of School of Nursing

**BRN Guidelines**

**for Concurrency of Courses for BSN Program**

*Effective beginning Fall 2013* **San Jose State University**

***This policy applies to both the old curriculum (those entering prior to Fall 2020), as well as those entering Fall 2020 and after. Course numbers will be different in the new curriculum.***

**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. Course numbers listed here are for students specifically entering the nursing major prior to fall 2020. The new curriculum course numbers would apply to those entering Fall 2020 and after.

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 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 (*e.g., in the prior curriculum- using course numbers, prior to Fall 2020 entrants*: 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. ***This policy is consistent with course numbers in the curriculum for entrants beginning Fall 2020 and after.*** 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 NURS 180 will be developed by the Student Retention Coordinator (or designee).

*For those ongoing nursing majors, who enter into a Special Progression status,* ***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 with the School’s Student Retention Coordinator (or designee).

*Footer:* BRN-Approved\_Policy\_BRN.concurrency.notification\_5.14.13.docs.with edits Aug. 2021 \_SJSU Nursing.docx

**APPENDIX CC**

**Near Miss/ Error Policy and Forms**

Policy on Error and Practice Breakdowns and Just Culture

SAN JOSE STATE UNIVERSITY

The Valley Foundation School of Nursing

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](#_heading=h.3znysh7); [Reason, 1990](#_heading=h.2et92p0)).

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](#_heading=h.1fob9te); [Sherwood & Barnsteiner, 2012](#_heading=h.tyjcwt)) .

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 facultyare 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](#_heading=h.30j0zll)).  
        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

Benner, P., Malloch, K., & Sheets, V. (Eds.). (2010). *Nursing pathways for patient safety*. St. Louis: Mosby-Elsevier.

Cooper, E. (2012). A spotlight on strategies for increasing safety reporting in nursing education. *Journal of Continuing Education in Nursing, 43*(4), 162-168.

Kohn, L., Corrigan, J. M., & Donaldson, M. (Eds.). (2000). *To err is human: Building a safer health system.* . Washington, DC: : National Academy Press.

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|  |  |
| --- | --- |
|  | **SJSU: The Valley Foundation School of Nursing**  **STUDENT RN OCCURRENCE REPORT** |
| Directions | Fill out form after incident occurs, preferably within 48 hours.  Brief, concise and without use of unapproved abbreviations. |
| NEAR MISS  Definition | “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) |
| Who | * Who did it affect or could have affected? (patient, staff) |
| What  \*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 |
|  | Describe the event: |
| 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 |

|  |  |  |
| --- | --- | --- |
|  | | **SJSU: The Valley Foundation School of Nursing**  **NURSING STUDENT OCCURRENCE REPORT** |
| 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) | |
| 2) | 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? |
| 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, by crossing through**): 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 ( ) to place in student’s file, and Director ( )

**APPENDIX EE**

**Student HIPPA Disclosure Form**

**(Signed copy or signature of notification, will be uploaded by student to vendor’s data base-CastleBranch®)- *effective Fall 2016***

The Valley Foundation School of Nursing 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 (TVFSON)

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:

1. Keep your medical information private
2. Provide you with a copy of this notice
3. Follow the terms of this notice
4. Notify you if we are unable to agree to a restriction that you have requested.
5. 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 on the ***CastleBranch®*** web site hyperlink update, as directed 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 additional requirements, such as fit mask testing, must be completed prior to or 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 attached materials. 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**

(This discussion is being revisited at the start of Fall 2016 semester as we change vendors): Staff members working in a given clinical agency; typically, the Agency’s 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:

1. 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.
2. 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***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_***

***Student ID***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Witness***

**APPENDIX FF**

**REMEDIATION POLICY**

**FOR NURSING COURSES ( as it applied to Spring 2020 semester only)**

*Effective Fall 2018*

The Valley Foundation School of Nursing

San Jose State University

**NOTE: \*** *In Spring 2020, there were Univ. decisions, to allow “Credit/No Credit” grading (instead of letter grading in the Major) and instead, offering students an option to get a credit, despite their final grade being < 73% course grade. As a result, a special plan for summer 2020, involved a special remediation plan for those students in Nursing, who did not meet the 73% minimum*.

**Remediation Policy for Nursing Courses\***

*(\*excepting Spring2020/Summer 2020 mentioned here above, as a result of COVID-19 issues)*

The purpose of this policy is to provide a clear description of the steps that will be taken for students who are at risk for not passing a nursing course. Additionally, this policy provides a method for early identification, notification and intervention of students requiring remediation.

Definition of Remediation: 1. The act or process of remedying something that is undesirable or deficient, 2. the act or process of providing remedial education.

**Criteria:**

1. Student is considered in need of remediation when his/her score falls below 73% in any nursing course, ***and/or***
2. Student is considered in need of remediation when the student is not meeting the course objectives in the clinical, skills, or simulation settings.

**Steps in Remediation**

1. Faculty identify a student at risk of not passing the course.
2. Upon recognition that a student is not meeting the standards of practice (thus, needs remediation), the faculty will verbally notify the student, and determine whether a written self-evaluation is needed.
3. If verbal notification was unsuccessful and / or the extent of the departure from the standards of practice was deemed significant, faculty may elect to give the student a *Report of Unsatisfactory Achievement* *(RUA).*
4. After meeting with the student, the faculty will contact and provide a copy of the RUA to the: Semester Level Chair, Retention Coordinator, Undergraduate Coordinator, and Director. A copy of the RUA will be placed in the student file by the nursing office staff.
5. Faculty (in conjunction with student) devises a *Remediation Plan* with timelines.
6. Faculty evaluates student’s progress towards Remediation, *weekly or as specified.*
7. If the student **meets** the objectives of the Remediation Plan, the faculty notifies the

Semester Level Chair, Retention Coordinator, Undergraduate Coordinator, Advanced Placement Coordinator (if applicable) and Program Director that remediation is complete.

1. If student **does not meet** objectives of the Remediation Plan, the faculty notifies the Semester Level Chair, Retention Coordinator, Undergraduate Coordinator, Advanced Placement Coordinator (if applicable) and Director that student will receive a final clinical course grade of “No Credit” or a final course grade below 73%.

**Student Responsibilities:**

* Use the *Course Syllabus, The Valley Foundation School of Nursing Safe Practice Policy,* the appropriate *Semester Level Clinical Evaluation Tool,* and the *Scope and Standards of Nursing Practice*, & *Hospital Policies* (if applicable) as benchmarks, to continuously evaluate their own professional nursing practice.
* Upon notification by the instructor that remediation is needed, the student will perform a written self-evaluation of their clinical practice, or course preparation, as described by the instructor. The self-evaluation should include a thorough analysis of their study skills, clinical preparation practices, professional behaviors, and the ability to apply “Quality and Safety Education for Nurses” (QSEN) competencies. The student will collaborate with the instructor to determine learning needs and assigned remediation activities.
* Complete assigned remediation within the agreed upon time frame

Nursing Faculty Responsibilities:

* Faculty will evaluate their students’ progression in nursing courses.
* Faculty will inform student of remediation needs as soon as identified. Remediation needs can be assessed as early as three weeks into the semester.
* Faulty use the *Course Syllabus, The Valley Foundation School of Nursing Safe Practice Policy,* the appropriate *Semester Level Clinical Evaluation Tool,* and the *Scope and Standards of Nursing Practice, Hospital Policy (if applicable)*  as benchmarks to formatively and summatively evaluate students in nursing courses.
* **Within a week**, faculty will notify the appropriate individuals (electronically and/or via hard copy) using the *Report of Unsatisfactory Achievement Form.*
* Collaborate with the student to determine learning needs and assigned remediation activities.
* Evaluate student weekly or as specified, if remediation progress is being made within the agreed upon time frame.

**APPENDIX GG**

**Standards of Nursing Practice**

**Standards of Nursing Practice**

*Reference List - as of 2019 (or newer if available)*

American Nurses Association. (2015). *Pediatric Nursing: Scope and Standards of Practice.* 2nd ed. Silver Spring, MD: ANA. ISBN: 978-1-55810-635-2

Academy of Medical Surgical Nurses. (2012). *Scope and Standards of Medical-Surgical Nursing Practice.* 5th ed. Pitman, NJ: AMSN.

Available as pdf from: <https://www.amsn.org/sites/default/files/documents/practice-resources/scope-and-standards/AMSN-Scope-Standards-MS-Nursing.pdf>

American Nurses Association. (2013). *Public Health Nursing: Scope and Standards of Practice.* 2nd ed. Silver Spring, MD: ANA. ISBN: 9781558104907

American Nurses Association. (2014). *Psychiatric-Mental Health Nursing: Scope and Standards of Practice*. 2nd ed. Silver Spring, MD: ANA. ISBN: 9781558105553

American Nurses Association. (2013). *Neonatal Nursing: Scope and Standards of Practice.* 2nd ed. Silver Spring, MD: ANA. ISBN: 9781558104709

Association of Women’s Health, Obstetric and Neonatal Nurses (2014). *Perinatal Nursing.* 4th ed. Philadelphia: Wolters Kluwer. ISBN: 9781609136222 wolterskluwer.com

American Nurses Association. (2010). *Gerontological Nursing: Scope and Standards of Practice*. Silver Spring, MD: ANA. ISBN: 9781558102682

\*American Nurses Association. (2015). *Nursing: Scope and Standards of Practice.* 3rd ed. Silver Spring, MD: ANA. ISBN: 9781558106192 173

\*Board of Registered Nursing. (2020 or newer, if available). *California Nursing Practice Act with Regulations and Statutes*. Charlottesville, VA: Matthew Bender & Company. Current/Newest Version Available online at: [http://www.**rn.ca.gov**](http://www.rn.ca.gov/)

**APPENDIX HH**

**Program and semester level learning outcomes for the newly adopted curriculum, beginning Fall 2020 and after**

**Nursing Program and Semester Level Student Learning Outcomes**

**New Curriculum Beginning Fall 2020 Class**

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

**1. Conduct comprehensive focused assessments of biological and social determinants of health and illness in clients, using culturally appropriate approaches.**

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 older adults using a systematic and culturally appropriate approach.

SEMESTER 2: With moderate assistance, perform a complete and focused biopsychosocial assessment on clients with medical-surgical and mental health conditions using a systematic and culturally appropriate approach.

SEMESTER 3: With minimal assistance, perform a comprehensive, focused environmental and biopsychosocial assessment on individuals, groups, and communities in pediatric and community health settings using systematic and culturally appropriate approaches.

SEMESTER 4: With minimal assistance, perform a comprehensive, focused environmental and biopsychosocial assessment on multiple clients with conditions in the medical-surgical and obstetric settings using a systematic and culturally appropriate approach.

SEMESTER 5: Program outcome.

2. **Use the nursing process to provide holistic client-centered care that demonstrates the safe application of the pathophysiological, medical, and nursing management of common acute and chronic illnesses, and health promotion.**

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: Use the nursing process to apply physiologic and pathophysiological theory to promote wellness and to safely provide holistic client-centered care to clients with medical-surgical, and mental health conditions with moderate assistance.

SEMESTER 3: Apply the nursing process to safely prioritize and manage the nursing care of individuals, groups and communities in pediatric and community health settings with minimal assistance.

SEMESTER 4: Apply the nursing process to safely prioritize and manage holistic client-centered care in and to promote wellness in clients within the medical-surgical and obstetric settings with minimal assistance.

SEMESTER 5: Program outcome.

**3. Deliver client-centered education that integrates the application of developmental stages across the lifespan, cultural background, educational level, and health literacy considerations.**

SEMESTER 1: Identify health promotion and learning needs for older adults 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 diverse clients in the medical-surgical and mental health setting .

SEMESTER 3: Consistently integrate relevant education and resources that address health literacy in individuals and aggregates in pediatric and community health settings.

SEMESTER 4: Consistently integrate developmentally individualized education and resources that address health literacy for clients in medical-surgical and obstetrics settings.

SEMESTER 5: Program outcome.

**4. Act as an advocate to develop collaborative, evidence-based strategies for interprofessional, client-centered care.**

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 interprofessional healthcare providers in the medical-surgical and mental health settings.

SEMESTER 3: Initiate evidence-based client advocacy strategies for clients in the pediatric and community health settings.

SEMESTER 4: Implement evidence-based client advocacy strategies for clients with conditions in the medical-surgical and obstetric settings.

SEMESTER 5: Program outcome.

**5. Demonstrates 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, and health promotion 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 and mental health settings to assigned clients.

SEMESTER 3: Demonstrate accountability for monitoring, assessing, and evaluating pharmacologic and complementary modalities to multiple clients in the pediatric (Direct Supervision) and community health settings (Indirect and Direct Supervision).

SEMESTER 4: With supervision, demonstrate accountability by safely administering and evaluating pharmacologic and complementary modalities to multiple clients in the medical-surgical and obstetric settings.

SEMESTER 5: Program outcome.

**6. Use relevant technology and informatics to support nursing care that contributes to safe and high-quality client outcomes.**

SEMESTER 1: Recognize relevant technology and informatics 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 with conditions in medical-surgical and mental health settings.

SEMESTER 3: Use relevant healthcare technology and informatics to provide nursing care and to examine client outcomes in pediatric and community health settings.

SEMESTER 4: Evaluates relevant healthcare technology and informatics and its application to the care of clients with conditions in the medical-surgical and obstetric settings.

SEMESTER 5: Program outcome.

**7. Communicate effectively with clients and members of the interprofessional healthcare team to improve client outcomes.**

SEMESTER 1: Identify effective verbal, non-verbal, and written communication strategies.

SEMESTER 2: Select effective communication strategies appropriate for clients with conditions in the medical-surgical and mental health settings, and members of the inter-professional healthcare team.

SEMESTER 3: Consistently demonstrate therapeutic and professional communication with client, family, and members of the inter-professional healthcare team in the pediatric and community health settings.

SEMESTER 4: Evaluate client outcomes related to the use of therapeutic communication with client, family, and members of the inter-professional healthcare team in the medical-surgical and obstetric settings.

SEMESTER 5: Program outcome.

**8. Demonstrate beginning levels of clinical judgment, systems thinking, and accountability for client outcomes when delegating to and supervising other members of the healthcare team.**

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 and mental health settings.

SEMESTER 3: Recognize the nurse’s role in working with other members of the healthcare team in the pediatric and community health settings.

SEMESTER 4: Determine the appropriateness of delegating nursing activities in the medical-surgical and obstetric settings.

SEMESTER 5: Program outcome.

**9. Assumes 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 demonstrates safe nursing practice according to professional nursing standards in the pediatric and community health settings.

SEMESTER 4: Consistently demonstrate safe nursing practice according to professional nursing standards in the medical-surgical and obstetric settings.

SEMESTER 5: Program outcome.

**10. Coordinate healthcare for clients and populations across the lifespan to maximize health, independence, functional ability, and quality of life.**

SEMESTER 1: Differentiate roles of the interprofessional healthcare team.

SEMESTER 2: Identify appropriate members of the interprofessional healthcare team when coordinating holistic client-centered care in the medical-surgical and mental health settings.

SEMESTER 3: Coordinate and manage healthcare for individuals, groups or communities across the lifespan in order to maximize health, independence, and quality of life in the pediatric and community health settings.

SEMESTER 4: Prioritize, implement, and evaluate a holistic individualized plan of care for medical-surgical and childbearing clients, incorporating appropriate members of interprofessional health care team.

SEMESTER 5: Program Outcome

**11. Analyze the influence of the social determinants of health, health care policy, financial drivers, and regulatory environments on nursing practice in the global community.**

SEMESTER 1: Identify how social determinants of health and various healthcare systems affect individuals.

SEMESTER 2: Discuss how financial drivers, state and federal regulations influence client-centered care in the acute care setting and mental health client resources in the community setting.

SEMESTER 3: Integrate health policy, regulations, and financial considerations into the plan of care for clients with conditions in the pediatric and community health settings.

SEMESTER 4: Analyze health care policies that affect acute care health delivery.

SEMESTER 5: Program Outcome.

**APPENDIX II**

Course sequencing

for Nursing Major,

beginning Fall 2020 and after

(Road Map)

|  |  |  |  |
| --- | --- | --- | --- |
| **Fall Semester- Year 3** | | | |
| Course or Requirement GE-AI-GWAR Units | | | |
| Nurs 100wE EBP | Z |  | 3 |
| NURS 10 Leadership I |  | | 2 |
| NURS 11 Introduction to Pharmacology |  | | 2 |
| NURS 12 Health Assessment Skills in Nursing I |  | | 3 |
| NURS 13A Care of the Older Adult (Gero) |  | | 2 |
| NURS 13B Geriatric Practicum |  | | 1 |
|  |  | |  |
| Total Semester Units: | | | 13 |

|  |  |  |
| --- | --- | --- |
| **Spring Semester- Year 3** | | |
| Course or Requirement GE-AI-GWAR Units | | |
| NURS 20A Adult Care Management I |  | 4 |
| NURS 20B Adult Care Practicum I |  | 3 |
|  |  |  |
| NURS 22 Health Assessment & Skills in Nursing | II | 2 |
| N123A Mental Health Theory |  | 3 |
| N123B Mental Health Practicum |  | 2 |
|  |  |  |
| Total Semester Units: | | 14 |

|  |  |  |
| --- | --- | --- |
| **Fall Semester- Year 4** | | |
| Course or Requirement GE-AI-GWAR Units | | |
| NURS 165A Pediatric Health Theory |  | 3 |
| NURS 165B Pediatric Practicum |  | 2 |
| NURS 161 Leadership II |  | 2 |
| NURS 164A Community Health Theory |  | 3 |
| NURS 164B Community Health Clinical |  | 3 |
| NURS 32 Health Assessment & Skills in Nursing | III | 1 |
|  |  |  |
| Total Semester Units: | | 14 |

|  |  |  |
| --- | --- | --- |
| **Spring Semester- Year 4** | | |
| Course or Requirement GE-AI-GWAR Units | | |
| NURS 167A Adult Care Management II |  | 4 |
| NURS 166 Simulation I |  | 1 |
| NURS 167B Adult Care Clinical Practicum II |  | 3 |
|  |  |  |
| NURS 168A Maternal Child Theory |  | 3 |
| NURS 168B Maternal Child Practicum |  | 2 |
|  |  |  |
| Total Semester Units: | | 13 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Fall Semester- Year 5** | | | |
| Course or Requirement GE-AI-GWAR Units | | | |
| NURS 178 Leadership III | S |  | 3 |
| NURS 177Senior Preceptorship |  | | 4 |
|  |  | |  |
| Upper Division GE (Area R or V Course) | R or V | | 3 |
| Upper Division GE (Area R or V Course) | R or V | | 3 |
| Total Semester Units: | | | 13 |

**APPENDIX JJ**

COVID-19 Coronavirus Policies and Procedural Guidelines for SJSU Nursing Students

(Due to the rapid changing COVID-19 issues (Fall 2021/Spring 2022),

check the [sjsu.edu/nursing](http://sjsu.edu/nursing) web site for updates for policies)