



STUDENT HANDBOOK

BSN PROGRAM POLICIES AND PROCEDURES

2023-2024

Last Revision: 08/01/23

The information contained in this Student Handbook is an extension of current policies and procedures of the BSN Program and the University of La Verne. The policies underlying this handbook are subject to change without notice and supersede this handbook. ***This handbook is subject to annual review and recommendation of faculty in the School of Nursing. Changes will be reflected each year.***

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BSN Program Student Handbook

The Student Handbook is designed to orient and inform students admitted to the BSN program about the policies and procedures that govern both administrative and academic matters. The School of Nursing policies, procedures, and guidelines apply to all students, faculty, Administrator, and Program Director regardless of the location, except in circumstances where discrepancies may exist between program policies and those at preceptor locations. Our clinical partnerships affiliation agreement policies supersede those of the nursing program. Clarification of matters contained in this handbook may be obtained from the School of Nursing administrator, director, or faculty.

Nursing students are expected to familiarize themselves with the information in the BSN Program Student Handbook and with other program-related documents. Students are also expected to familiarize themselves with the University of La Verne catalog. All nursing students will be held accountable for the contents of the entire handbook; it is imperative that each student carefully read, understand, and sign the acknowledgment at the end of the Student Handbook.

The School of Nursing reserves the right to amend, without prior notice, the policies, procedures, and guidelines as outlined in this student handbook and other associated documents, at any time. Any such changes will be duly published, whether in electronic or other form, and communicated to all nursing students active in the program.

This BSN Student Handbook is neither a contract nor an offer to enter a contract.

This handbook is subject to annual review and recommendation of the faculty in the School of Nursing. Changes will be reflected each academic year.

ACCREDITATION

Western Association of Schools and Colleges (WASC)

The University of La Verne is accredited by the WASC Senior College and University Commission (WSCUC). Information about La Verne's accreditation process is available at:

<https://www.wscuc.org/institutions/university-of-la-verne/>

Commission on Collegiate Nursing Education (CCNE)

BSN Program at the University of La Verne is **pursuing initial accreditation** by the Commission on Collegiate Nursing Education (CCNE). Information about the accreditation process is available at:

<https://www.aacnnursing.org/ccne-accreditation/what-we-do/bacc-grad-application-process>

Request for Third-Party Comments for CCNE Accreditation Review

University of La Verne School of Nursing is scheduled for accreditation review **October 30-31, through November 1, 2023**, by the Commission on Collegiate Nursing Education (CCNE). This review will evaluate the RN-to-BSN program. Interested parties may submit written comments regarding the John A. Ware School of Nursing qualifications for accreditation. CCNE will receive written third-party comments until 21 days before accreditation visit.

All comments must be received by CCNE **no later than September 21, 2023**.

All third-party comments submitted to the CCNE must be written in English, consistent with CCNE's policy on the Conduct of Business in English. CCNE will accept only author-identified (signed) comments. CCNE shares third-party comments with members of the evaluation team but does not share the comments with the program during the review process. During its program review, the evaluation team considers third-party comments, if any, which relate to accreditation standards.

Direct all comments to:

Commission on Collegiate Nursing Education

ATTN: Third-Party Comments

655 K. Street N.W.

Or via email:

thirdpartycomments@ccneaccreditation.org

Associate Dean's Welcome

Welcome to the University of La Verne, John A. Ware School of Nursing.

We are pleased you chose to pursue a BS degree at the University of La Verne. The John A. Ware School of Nursing is dedicated to the advancement of nursing education and the nursing profession. Our purpose is to support adult learners to achieve academic success. We know BSN prepared nurses are poised to assume roles in leadership, informatics, administration, and clinical nurse researcher.

The mission of the School of Nursing is to provide an exemplary education to our students. The faculty are subject matter experts in their respective nursing fields devoted to student achievement of program learning outcomes. Faculty guiding principles are academic integrity, philosophical inquiry in nursing, scholarly communities, social justice, health equity, research, and excellence in nursing education and clinical practice.

As you progress through the program with your professional colleagues we will be there to support and encourage you all the way!

Stay focused on your goal to become a BSN prepared registered nurse.

Dr. Burns

Dr. Sandra Burns, Ph.D., MSN-Ed., RN
Chief Administrator Nurse
Associate Dean, Nursing

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SECTION I: GENERAL INFORMATION

A. About the School of Nursing

John A. Ware School of Nursing officially opened October 24, 2022. Named for John A. Ware, the School of Nursing offers Bachelor of Science in Nursing (BSN) program to culturally diverse populations of licensed registered nurses. The School of Nursing supports the mission and vision of the University of La Verne, and the College of Health and Community Well-Being, which include teaching, research, scholarship, and service. We disseminate knowledge through evidence-based nursing research, health care initiatives, public health policy, and global health policy.

Our nursing faculty are committed to the advancement of the nursing profession and lifelong learners. We strive to prepare transformational nurse leaders to become lifelong learners who inspire and influence adult learners to achieve their maximum potential. Nurse leaders with professional values of integrity, altruism, inclusivity, compassion, courage, humility, cultural awareness and sensitivity, advocacy, caring, autonomy, humanity, and social justice.

B. Six Foundational Pillars

Diversity, Equity, and Inclusive Community

We foster diversity, equity, and inclusive community engagement to enhance retention and academic success of groups, communities, and individuals of different ages, genders, ethnicities, religion, disability, sexual orientation, education, and national origin.

Health Equity

We are committed to ongoing societal efforts to address avoidable inequalities, historical and contemporary injustices, and social determinants of health to eliminate disparities in health and health care (USDHHS, 2023).

Partnerships and Sustainability

We are committed to academic-practice partnerships within nursing, other allied healthcare professions, government agencies, corporations, and foundations to strengthen nursing practice. A commitment shared by partners to work together to determine an evidence-based transition for students that is sustainable and cost-effective (AACN, 2012).

Inclusive Teaching and Scholarship

We are committed to fostering a culture of inclusive excellence in teaching, community outreach, research, and scholarship. Our goal is to bring value to students, individuals, groups, and communities through the development of knowledge, dissemination of evidence-based nursing research, and education through interdisciplinary collaboration.

Shared Governance

We value the principles of shared governance (e.g., accountability, empowerment, team building, leadership, innovation, autonomy, and practice equity) that promotes inclusive and shared decision-making for professional empowerment through the collaborative relationships of all the stakeholders.

Justice

We support the need for social justice reform and the provision of equal health services and fair treatment to all people to enable the attainment of better health regardless of age, race, ethnicity, gender, disability, sexual orientation, geographical location, and socioeconomic status (ANA, 2015).
(American Nurses Association, Code of Ethics for Nurses with Interpretive Statements, Washington, D.C.: American Nurses Publishing, 2015).

C. School of Nursing (SON) Guiding Principles

Mission

The mission of the John A. Ware School of Nursing is to provide quality nursing education to undergraduate and graduate nurses committed to helping diverse communities thrive. With a holistic view of healthcare, our nurses are prepared to offer culturally sensitive, compassionate, and evidence-based care to meet the needs of diverse individuals and improve patient outcomes within a changing population and world.

Vision

The John A. Ware School of Nursing will be recognized as a center for nursing excellence in preparing students to provide optimal care to culturally diverse and underrepresented communities. Foster scholar communities to support the spirit of clinical inquiry for leadership in service, research, education, and public policy.

Goals

- To provide evidence-based nursing programs to diverse and underrepresented student populations.
- To prepare graduates that provide culturally sensitive and competent care based on sound nursing theory.
- To prepare graduates with the foundation to further education and commitment to lifelong learning.
- To foster community partnerships to increase support for nursing education programs.
- To engage in research to improve health and diminish health disparities (local, state, national, and global).
- To prepare graduates to address social determinants of health of individuals, families, and communities.

Philosophy

Our philosophy aligns with the concepts of the nursing meta-paradigm (nursing, human being, health, and environment) integral to patient-centered care and the health and well-being of the individual, family, groups, and communities. The nursing faculty believes that nursing care is provided from a physiological, psychological, sociological, emotional, relational, and spiritual aspect of the human being.

Nursing is a dynamic ever-evolving profession that blends the art of caring, science, compassion, clinical judgment, person-centered care, cultural sensitivity, and evidence-based care. Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations.

NURSING PROCESS: an organized sequence of problem-solving steps to identify health problems.

1. **Assessment:** assess client, group, or community to determine areas of abnormal function, and risk factors that contribute to health problems on a health-illness continuum.
2. **Diagnosis:** identification of actual or potential health-related problem(s).
3. **Planning:** prioritize nursing diagnoses, goal setting, and identify measurable expected outcomes.
4. **Implementation:** involves interdisciplinary plan of care.
5. **Evaluation:** analyzing client's response to determine effectiveness of care on a health-illness continuum.

Human beings are the whole person, an individual, family, group, population, culture, or community; in turn, is part of their whole self (ANA, 2004). The nursing faculty believes humans are holistic beings with morals, values, health-related behaviors, social and cultural norms, religious beliefs, and diverse backgrounds.

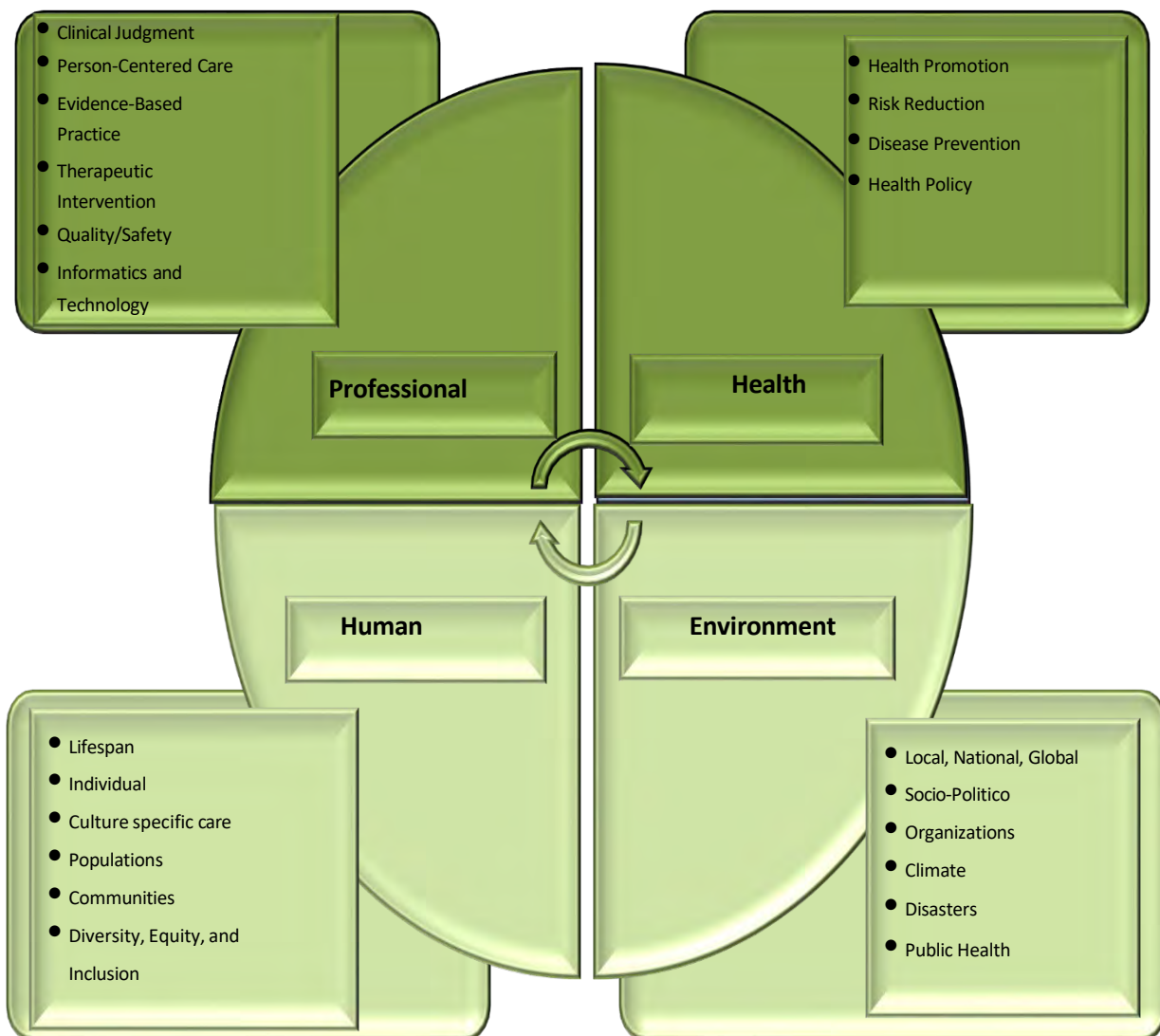
Health is a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity, is a fundamental human right and the attainment of the highest possible level of health is a most important world-wide social goal (WHO, 1978). The nursing faculty believes the degree of health is based on an individual's perception and the level of alteration in physical, mental, spiritual, and social environment.

Environmental health comprises those aspects of human health, including quality of life, that are determined by physical, chemical, biological, and social and psychological problems in the environment. It also refers to the theory and practice of assessing correcting, controlling, and preventing those factors in the environment that can potentially adversely affect the health of present and future generations (WHO, 1992). The nursing faculty believes physical and social environments in which we live influence our health and well-being.

Conceptual Model

School of Nursing Conceptual Model (Figure 1). The School of Nursing conceptual model is based on Madeleine Leininger’s Theory of Culture Care Diversity and Universality also known as Culture Care Theory (CCT). In 1995, Leininger defined transcultural nursing as “a substantive area of study and practice focused on comparative cultural care (caring) values, beliefs, and practices of individuals or groups of similar or different cultures with the goal of providing culture-specific and universal nursing care practices in promoting health or well-being or to help people face unfavorable human conditions, illness, or death in culturally meaningful ways.” The CCT serves as a guide for developing curricula nursing instruction in the attainment of student learning outcomes; evidenced-based culturally sensitive nursing practice; culture inclusive policies and procedures, and transformational leadership experiences to prepare students to care for a multicultural society of patients across the lifespan and continuum of care.

Figure 1

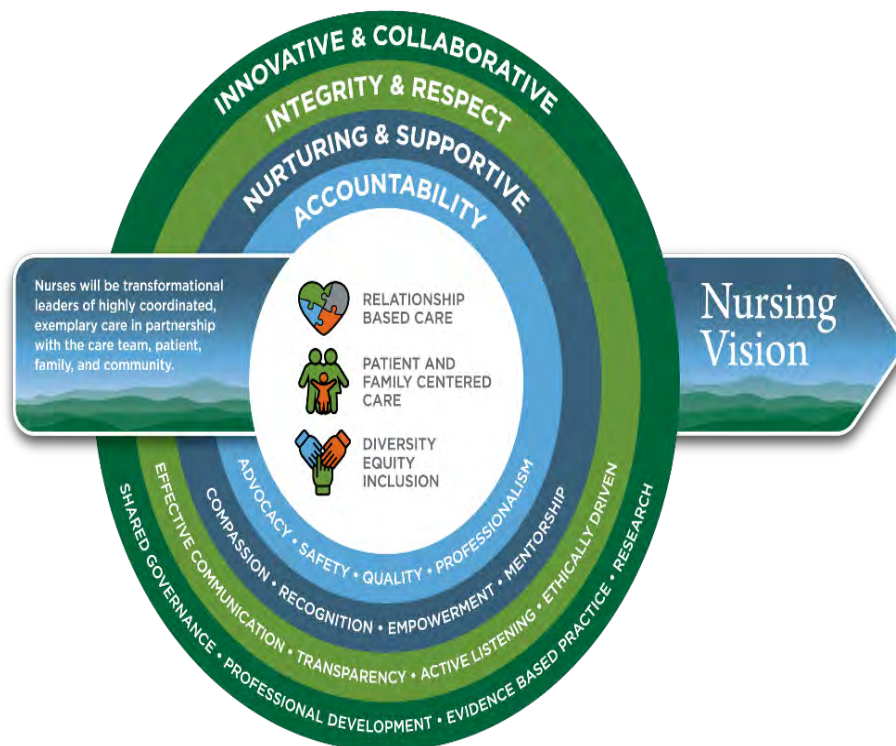


Practice Model

School of Nursing Practice Model (Figure 2). The School of Nursing practice model is built upon the assumption that nursing care is sensitive, nurturing, supportive, collaborative, compassionate, patient and family-centered, and community-based. Our nursing practice focuses on assessment, communication, cultural sensitivity, compassion, health promotion, collaborative, interdisciplinary teams, and patient teaching to improve health outcomes for individuals, families, and communities.

The diagram is a representation of the Nursing Practice Model intended to present the attributes and associated relationship. These attributes are also associated with increased nurse engagement, retention, and recruitment. Nurses' participation in decision-making improves the quality of care, enhances patient and family satisfaction, and contributes to overall nursing satisfaction.

Figure 2



Adopted from UVM Medical Center Professional Practice Model

School of Nursing: Roles

Administrator

The School of Nursing Dean, Directors, and Assistant Directors will hold a doctorate (Ph.D. in nursing, or DNP) and master's degree in nursing practice to administer the nursing program. Associate Dean will have the authority to manage day-to-day operations of the school of nursing. Administrators establish academic clinical partnerships and schedule student clinical placement with affiliated clinical agencies. Together, with the nursing faculty, implement and interpret the School of Nursing policies and procedures.

Nursing Program Faculty

The School of Nursing faculty will hold a doctorate and/or master's degrees in nursing practice. Faculty serves as course facilitators, clinical instructors, and experts in their respective fields. Faculty are primary stakeholders, advisor, teaching, guiding, and evaluating students' course objectives and learning outcomes to achieve academic success. Clinical instructors evaluate student's performance in the clinical (practicum) setting.

Nursing Program Academic Advisor

The Nursing Program academic advisor and faculty assists undergraduate students to achieve academic success. Students are assigned to an academic advisor who serves as the student's first line of communication to address nursing major courses, practicum, elective, and ULV graduation requirements. Students are expected to meet with academic advisors and communicate openly regarding academic goals and performance. All students are expected to be accountable and responsible for their progress in meeting program requirements and follow through with their academic advisor's recommendations.

Nursing Program Academic Coordinator (vacant)

The Nursing Program Coordinator is an integral part of day-to-day operations of the program. Maintains open communication with dean, program director, assistant program director, and faculty. Supports dean, program director, and assistant director with day-to-day operations of the nursing program to include, but not limited to: Telephonic communication with the public concerning matters of the nursing program, maintenance of student files, preparing material for orientation of students and faculty, supporting an electronic and hard copy filing system, assisting program director with clinical placement of students. Maintain records for the BRN, and CCNE including facility approvals, clinical affiliate forms and contracts.

Nursing Student Role

The nursing student is an adult learner pursuing post-licensure BSN education that meets their personal and professional goals. Nursing students must maintain professional relationships with Associate Dean, program director, assistant director, clinical faculty, and academic advisor at all times. Students are expected to take full responsibility and accountability of program progression by staying up to date of nursing program requirements, policies, and guidelines.

Class Representative: Students have an opportunity to serve as representatives from their class. The Associate Dean, Faculty, and Student Representatives meet monthly to review and plan action on issues of importance to the program. If you are interested in volunteering contact the Associate Dean, Nursing.

Teaching and Learning Philosophy

The School of Nursing faculty adopted the *Student-Centered Learning* approach to learning. **Student-centric learning** has been defined as an approach to learning, in which learners choose not only *what* to study but also *how* and *why* that topic might be of interest (Rogers, 1983). Learners find the learning process more meaningful when topics are relevant to their lives, needs, and interests, and when they are actively engaged in creating, understanding, and connecting to knowledge (McCombs & Whistler, 1997).

Instructional strategies and methods are used to:

- Manage time in flexible ways to match learner needs.
- Include learning activities that are personally relevant to learners.
- Give learners increasing responsibility for the learning process.
- Provide questions and tasks that stimulate learners' thinking beyond rote memorization.
- Help learners refine their understanding by using critical thinking skills.
- Support learners in developing and using effective learning strategies for each task.
- Include peer learning and peer teaching as part of the instructional method.

Learners

- Are active participants in their own learning.
- Make decisions about what and how they will learn.
- Construct new knowledge and skills by building on current knowledge and skills.
- Understand expectations and are encouraged to use self-assessment measures.
- Monitor their own learning to develop strategies for learning.
- Work in collaboration with other learners.
- Produce work that demonstrates authentic learning.

Instructors

- Recognize and accommodate different learning modalities.
- Provide structure without being overly directive.
- Listen to and respect each learner's point of view.
- Encourage and facilitate learners' shared decision-making.
- Help learners work through difficulties by asking open-ended questions to help them arrive at conclusions or solutions that are satisfactory to them.

BSN Program Learning Outcomes

Program Description

The Post-Licensure RN-BSN program is a 9-month online program for licensed registered nurses. Graduates of the program are academically prepared for roles in leadership, administration, informatics, and clinical nurse research.

The graduate of the bachelor's in nursing (BSN) program will be able to:

1. Demonstrate effective leadership in ensuring quality care and safe nursing practices.
2. Demonstrate effective decision-making that incorporates evidence-based practice, ethical considerations, legal principles, and moral standards of care.

3. Utilize the nursing process to collaborate with populations and other health professionals for improvements health and community well-being.
4. Translate evidence-based research into nursing practice.
5. Apply critical thinking skills in the practice of professional nursing through the applications of national safety and quality standards to create a culture of safety.
6. Collaborate with the interprofessional health team to facilitate quality care and optimal client outcomes.
7. Utilize knowledge of the political system, cultural competence, determinants of health, and standards of nursing professional practice in the management of people and systems.
8. Demonstrate the ability to use information technology to communicate, manage knowledge, guide decision-making, and adhere to legal standards.
9. Role model the values of integrity, equity, respect, dignity, honesty, advocacy, and autonomy in professional nursing practice.
10. Integrate a spirit of inquiry in nursing practice that integrates creative problem solving, lifelong learning, and acceptance of professional responsibility and accountability.

D. Professional Standards of Practice and Policy

Standards of Practice

The American Nurses Association Code Ethics for Nurses must be adhered to by all nursing students. All students will follow the Nursing Practice Act (NPA) body of law that defines the scope of practice and responsibilities for nurses. Failure to comply with professional standards and professional code of conduct will result in action by the School of Nursing and dismissal from the nursing program.

Professional Code of Conduct

The professional code of conduct standards must be adhered to, including but not limited to courses, clinical sites, classroom, virtual meetings, and School of Nursing activities/events.

The student must be able to:

- Demonstrate the ability to practice nursing that meet the ANA Code of Ethics for Nurses.
- Use professional communication with students, faculty, staff, and clinical agencies.
- Demonstrate the ability to establish the nurse-patient relationship.
- Demonstrate the ability to provide patient care delivery within the full scope of nursing practice standards to all patient populations including children, adolescents, adults, elders, developmentally disabled, medically compromised, and vulnerable populations without judgment and biases.
- Collaborate effectively with the interdisciplinary team to implement a plan of care.
- Establish and maintain professional relationships with students, administration, nursing faculty, staff, clients, health care organizations, and agencies.

Safe, Ethical, and Professional Behavior Policy

Students must demonstrate appropriate safe, ethical, and professional behavior as well as didactic course competence to progress through the RN-BSN Program. Students are also expected to adhere to the university policies for conduct. See the general campus code of student conduct at: <https://laverne.edu/student-affairs/student-conduct> for additional details.

Unsafe, Unethical, Unprofessional Behavior

Unsafe, unethical, or unprofessional behavior may prevent a student from successfully completing a didactic or clinical course even if the student successfully completes other course requirements. Breaches in conduct resulting in course failure may require repetition of the course with delayed progression through the program and/or other disciplinary actions, including dismissal from the program.

Policy

Students may be failed in a nursing course and/or dismissed from the School of Nursing for unsafe, unethical, unprofessional behavior(s) that jeopardize health and safety of patients, clients, and others and has a potentially detrimental effect on School of Nursing. The clinical instructor has the right to dismiss a student immediately from the clinical area for behavior that, in the instructor's professional judgment, is deemed to be unethical, unsafe, impaired, or professionally inappropriate in the clinical setting.

1. If the student is in a clinical (practicum) setting and demonstrate professional misconduct, the person will be immediately removed from the site. The student will be suspended from all clinical settings pending the outcome of the disciplinary procedures.
2. Students are held to the standards of the Nurse Practice Act and as such, they are liable for their own actions. Behaviors of professional misconduct occurring at any time while the person is a student in the nursing program may result in disciplinary action include, but are not limited to:
 - Patient Abandonment and/or neglect
 - Commission of fraudulent acts/documentation
 - Breach of Confidentiality
 - Theft of property from a clinical agency, client, or others
 - Disorderly conduct
 - Verbal abuse that involves an expressed or implied threat to a person's safety
 - Physical abuse of any person
 - Possession of a weapon
 - Failed drug screen and/or possession of drugs or controlled substances
 - Failed drug screen and/or possession of alcohol while at a clinical agency
 - Any behavior that constitutes misconduct as defined by the School of Nursing, Student Handbook and the serious consequence of certain unprofessional behaviors, disciplinary procedures may be initiated.

Student Disciplinary Procedures

Students who violate professional code of conduct are subject to disciplinary actions, up to, and

including dismissal from the School of Nursing for professional misconduct:

- The School of Nursing may remove a student immediately from a classroom or clinical agency if faculty believes the student is posing harm or significant risk of harm to a patient, client, or staff.
- The faculty member will identify and document the student's unsafe clinical practice, advise the student regarding their performance and plan strategies for
- addressing the deficiencies.
- Faculty will complete an incident report (Appendix F)
- The incident or concern will be reported to the Associate Dean, Nursing to review the incident report to determine appropriate action and incident report is filed.
- If appropriate, and when required by university policy, the misconduct or safety issue will be referred to the Campus Safety Office.
- The student may not be allowed to attend courses or clinical during investigation period.
- A student will be permitted to return to clinical following completion of investigation.
- Student to meet with Faculty for individualize Clinical Academic Success Contract that outlines strategies to address learner needs and overcome deficiencies (Appendix G)
- Faculty will complete an Academic Success Contract for the students' review and signature. The student's advisor will receive a copy of the Academic Success Contract. Failure to comply with the Academic Success Contract may result in suspension or dismissal from the clinical site and School of Nursing program.
- If the misconduct or safety issue is a potential violation of the Code of Student Conduct, the matter will be referred to the Office of Associate Dean, Nursing. The School of Nursing reserves the right to determine and apply additional conduct standards and sanctions for nursing professionals.
- If the misconduct or safety issue is a potential violation of the School of Nursing policy or professional standards and not a potential violation of the Student Code of Conduct, the matter will be referred to the Office of Associate Dean, Nursing. The student has a right to petition the School of Nursing to present their case, and present witnesses to the event, if applicable.

Professional Standards of Clinical Practice Policy

Safety

The School of Nursing takes the safety of patients, students, and employees very seriously. The technical standards require all students to be able to meet the physical and cognitive demands of the clinical setting and exhibit sound judgement. Students who are seriously ill, injured or taking medication that impairs judgment (including, but not limited to, lawfully prescribed medications and medical marijuana) may not be able to meet the technical standards, and may not be suitable for the clinical environment where patient safety is a priority. A determination of any conditions on a student's ability to participate in clinical experiences or to otherwise proceed in the program will be handled through a committee as determined by Associate Dean of Nursing. *See Privacy, Confidentiality and Safety Policy in the School of Nursing Student*

Civility and Mutual Respect

The School of Nursing values an environment that facilitates collegial relationships, encourages mutual understanding among diverse individuals and leads to addressing issues and differences in an atmosphere of mutual respect and civility. This reflects university values and is also the behavior we strive to model for our nursing students.

School of Nursing Policy

Students are responsible for informing themselves of all regulations pertinent to the code of ethics for nursing practice, civility, mutual respect, program requirements, and graduation. The School of Nursing students are expected to adhere to policies as presented in the *Student Handbook*.

D. The Code of Ethics for Nurses**American Nurses Association (ANA) Code of Ethics for Nurses**

The ANA Code of Ethics for Nurses was developed as a guide for nursing responsibilities in a manner consistent with quality in nursing care and ethical obligations of the profession. The ANA Code of Ethics establishes ethical standards for the nursing profession and guides ethical decision-making and ethical analysis [American Nurses Association ANA Code of Ethics \(2015\)](#).

Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2: The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3: The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4: The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

Provision 5: The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6: The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7: The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8: The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9: The profession of nursing through its professional organizations must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Chain of Command

The purpose of having a chain of command policy is to immediately establish a formal process to use when needing to get answers, create a satisfactory resolution to a problem, or to use if needing to report potentially bad or questionable behavior(s).

Students should follow the School of Nursing chain of command as follows:

- Concerns regarding a nursing course should be discussed with the course nursing faculty.
 - If course faculty is unable to assist, student to contact the Academic Advisor.
 - If academic advisor is unable to assist, student to contact Associate Dean, Nursing.
- Concerns regarding graduation plans should be discussed with the Academic Advisor.

Social Media Network Guidelines and Principles

The School of Nursing expects all nursing students to abide by the Social Media Network Guidelines and Policy. While social media can be extremely valuable to nurses and other health care providers, the inappropriate use of these platforms can cause damage to a nurse's career. Students that do not adhere to these guidelines and principles might be cause for immediate dismissal from the SON.

A. Social Media Guidelines

The National Council of State Boards of Nursing (NCSBN), "social media use is ubiquitous, but inappropriate posts by nurses have resulted in licensure and legal repercussions. NCSBN has developed guidelines for nurses and nursing students for using social media responsibly. The School of Nursing students is expected to review the key points of these guidelines summarized, along with dramatization of potential scenarios of inappropriate social media use. [Social Media Guidelines for Nurses | NCSBN](#)

B. Social Media Principles

Social media helps to increase the visibility of the nursing profession and the critical role that nurses are playing in our health care systems and communities worldwide. With that in mind, the American Nurses Association (ANA) has created a set of principles to help nurses get the best out of social media while safeguarding themselves, the profession, and their patients:

- Be aware of your audience. Make sure that the content of your posts is appropriate for the people who will be seeing it and may share it with others.
- **DO NOT POST:** information related to patients performed during clinical rotation. Any patient identifiable information posted on social media is a breach of patient confidentiality and [Health Insurance Portability and Accountability Act](#) (HIPAA) violation.
- Maintain your professionalism. Avoid posting anything that could be considered unprofessional or inappropriate, such as photos or videos of patients.
- Know your social media policy. Familiarize yourself with your employer's social media policy and adhere to it across all the social media platforms that you choose to use.

- Secure your social media profiles. Review and set-up the respective privacy settings for the social media platforms that you choose to use. Share credible information only.
- The dissemination of credible and reliable information protects the health and well-being of the public.
- Engage with respectful content. Do not share content that is harmful, disparaging, racist, homophobic, or derogatory. [ANA Social Media Principles \(nursingworld.org\)](https://www.nursingworld.org/ana-social-media-principles)

Communication

The University provides each student with an email account. Students are held responsible to ensure their ULV email account works to receive emails. Begin emails with a proper salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon, Mr. Name). Starting an email without a salutation or a simple "Hey" is not appropriate. When sending an email, please include a detailed subject line. Make sure you reference the course number in the message and sign the mail with your name. Use proper grammar, spelling, punctuation, and capitalization. Any student in need of help with their student email account should contact the ULV help desk.

Cyber Bullying

Cyber bullying is the use of electronic information and communication devices to willfully and repeatedly harm either a person or persons through the medium of electronic text, photos, or videos. Bullying of this nature creates a hostile and disruptive environment and is a violation of a student's right to be safe and secure. Cyber bullying and harassment will not be tolerated. Actions deliberately threatening, harassing, and/or intimidating to an individual or group of individuals, placing an individual in reasonable fear of harm, or damaging an individual's property or reputation, or disrupting the orderly operation of the School of Nursing will not be tolerated.

Examples of this behavior include, but are not limited to:

- Sending threatening, false, cruel, and/or vicious messages.
- Creating websites that have stories, cartoons, pictures, and jokes ridiculing others.
- Breaking into an email account and sending vicious or embarrassing materials to others.
- Engaging someone in electronic communication, tricking that person into revealing sensitive personal information, and forwarding that information to others.
- Posting a student picture without their permission.

The online activities and technologies used by students engaged in cyber bullying includes social networking sites, chat rooms and discussion groups, instant messaging, text messaging, computers, cell phones and personal digital devices, digital cameras, cell phone cameras, and web cameras. Any new technology will be included with the above forms of communication.

Refund Tuition Credit Policy

All nursing students will be assessed programmatic fees at the beginning of the semester. ULV tuition refund policy and procedures can be found in the ULV catalog "Refund /Tuition Credit Policies" (<https://catalog.laverne.edu/financial-information/>). All fees will be collected by the

Office of Student Accounts: <https://myportal.laverne.edu/web/student-accounts>

Tuition Refund/Credit Policy

To be eligible for tuition credit(s), a student must complete a drop or withdrawal of their class(es) online before the tuition credit deadline for the semester or session. The date of withdrawal for purposes of tuition credit shall be the date on which the student withdraws or drops. Students who need assistance with the online drop or withdrawal process should contact the Office of the Registrar or their regional campus. If eligible, a refund will be generated within 14 days of the date their student account reflects a credit status. Checks are mailed to their mailing address.

Tuition Refund/Credit Policy Withdrawal

Students' requesting withdrawal from courses and tuition refund will follow these guidelines:

- First week of classes – 100 % tuition refund
- Second week of classes – 75 % tuition refund
- Third week of classes – 50 % tuition refund
- **Beyond Third week of classes—no tuition refund**

Refund Transactions

A student who is eligible for a refund due to excess financial aid and who used a credit card to pay any and all of his or her tuition and fees will have a refund processed to his or her credit card up to the amount of the payment. This policy applies to all credit card transactions, regardless of the order of payment. Any credit over the amount paid by credit card will be processed through direct deposit or paper check.

Nursing Program Academic Advisor

The Nursing Program academic advisor and faculty assists undergraduate students to achieve academic success. Students are assigned to an academic advisor who serves as the student's first line of communication to address nursing major courses, practicum, elective, and ULV graduation requirements. Students are expected to meet with their academic advisor and communicate openly regarding academic goals and performance. All students are accountable and responsible for their progress in meeting program requirements and follow through with their academic advisor's.

Evaluation Policy: Course and Faculty

Students are encouraged to complete the **IDEA** evaluation (course/faculty) at the end of the semester. The IDEA survey responses are anonymous, and student's responses are confidential. We welcome constructive feedback to improve the quality of instruction and promote our students' learning. Your feedback is critical to the School of Nursing for the advancement of excellence in nursing education.

Letter of Reference Request Policy

A student may request a Letter of Reference from the faculty of the School of Nursing. To assist

student in securing a letter of reference these guidelines must be followed:

- The student should request a letter of reference from faculty who best know his/her abilities.
- The student is required to complete the *Release Form for Written Letters of Reference*.
- In accordance with the Family Educational Rights and Privacy Act of 1974 (PL 93- 380), recommendations may be shown to the student/graduate upon request unless the right to view the letter of reference has been waived. ***The student must indicate if he/she waives the right to view the reference.***
- The student submits the completed *Release Form for Written Letters of Reference* to the faculty via email.
- The student should allow faculty a minimum of two weeks to complete the reference.
- The faculty member has the option to either accept or decline the request and will notify the student.
- The delivery of the completed reference to the intended recipient must be secure.
 - All letters of reference will be written on the official School of Nursing stationery.
 - The faculty will write the reference and send it directly to the contact person on the release form.
 - If the student requests to deliver the reference (as in the case where the student is required to submit all forms together in one packet) the faculty member will write the reference on official stationery and seal it in an official school envelope with the faculty member's signature written across the seal to indicate that the reference is official.
 - The faculty member will place the "*Release Form for Written Letters of Reference*" (and a copy of the reference) in the official student file.

Technical Support

Students having problems with their computer, technology, IT-related questions, support, including Blackboard should contact: Unified Service Desk at (909) 448-4130, or email:

help@laverne.edu. **Monday-Friday normal business hours**

Laptop Computer Requirements

All University of La Verne John A. Ware School of Nursing students are required to have a laptop that meets the minimum hardware and software specifications. All computers must have the following specifications:

- Windows 7 Operating System or Newer / MacOS 10.14 to 10.12, OS X 10.11 or 10.10
- Google Chrome or Mozilla Firefox, most recent version
- 2GHz Processor or Larger
- 1GB RAM or Larger
- 80 GB Hard Drive or Larger
- Microsoft Office 2010 or Newer or Office 365 (Free with Login through MyLaVerne Portal @ <https://laverne.edu/mylaverne/>)
- 802.11 b/g/n Wireless adapter

Students will utilize their laptop computers in several ways, which includes, but not limited to:

- Blackboard.com for course information, announcements, handout postings and grades
- Completion of online examinations and student assessments
- Classroom student presentations and case-based data searches
- Participation in discussion groups and file-sharing
- Completion of online surveys

Veteran Student Success

The Office of Veteran Student Success serves as an advocate liaison that connects all veteran students with services, resources, programs, and events designed to assist in their efforts-academically, financially, emotionally, socially, and physically to achieve their educational goals. The Office of Veteran Students Success is located on the 2nd Floor of the Abraham Campus Center.

<https://laverne.edu/military>

SECTION II: ACADEMIC POLICIES

Academic Standards and Expectations

The School of Nursing guidelines, standards, and policies refer to the level of expected performance. It is the responsibility of the student to comply and to be aware of all academic policies for student behavior and to conduct themselves in accordance with them. Students should assume that, until a policy, standard, or guideline is waived, altered, or repealed in writing, it is in effect.

Academic Learning: Student-Centered

The School of Nursing faculty adopted the Student-Centered Learning approach to learning. Student-centered learning has been defined as an approach to learning in which learners choose not only what to study but also how and why that topic might be of interest (Rogers, 1983). Learners find the learning process more meaningful when topics are relevant to their lives, needs, and interests, and when they are actively engaged in creating, understanding, and connecting to knowledge (McCombs & Whistler, 1997).

Instructional strategies and methods are used to:

- Manage time in flexible ways to match learner needs.
- Include learning activities that are personally relevant to learners.
- Give learners increasing responsibility for the learning process.
- Provide questions and tasks that stimulate learners' thinking beyond rote memorization.
- Help learners refine their understanding by using critical thinking skills.
- Support learners in developing and using effective learning strategies for each task.
- Include peer learning and peer teaching as part of the instructional method.

Learners

- Are active participants in their own learning.
- Make decisions about what and how they will learn.
- Construct new knowledge and skills by building on current knowledge and skills.
- Understand expectations and are encouraged to use self-assessment measures.
- Monitor their own learning to develop strategies for learning.

- Work in collaboration with other learners.
- Produce work that demonstrates authentic learning.

Instructors

- Recognize and accommodate different learning modalities.
- Provide structure without being overly directive.
- Listen to and respect each learner's point of view.
- Encourage and facilitate learners' shared decision-making.
- Help learners work through difficulties by asking open-ended questions to help them arrive at conclusions or solutions that are satisfactory to them.

Academic Integrity Policy

Academic integrity is expected of all students and faculty. The program expects honest and ethical behavior on the part of all students, faculty, and staff. Honest and ethical actions are purposeful and not accidental, and neither is cheating. Students are expected to abide by the University's policies as stated in the university catalog. Actions that are dishonest will result in dismissal from the program.

Sharing of memorized or recalled questions from any examination constitutes cheating unless the faculty member allows students to retain copies of examinations. Following an examination, discussing specific questions with classmates, or writing down questions from the examination is not permitted. Receiving or distributing to anyone else a copy of previous examination items is also considered cheating. Utilizing unauthorized electronic resources on an exam is cheating, including leaving an electronic test to go to any other website.

Additionally, you may not share any details regarding your experience during a practical examination. Consult the course instructor if you have questions as to whether a behavior constitutes illegal or unethical conduct. If you question the behavior, it is likely that you should not engage in the behavior.

Plagiarism is defined as representing another person's intellectual property, e.g., words, ideas, data, or work, as one's own. Plagiarism includes but is not limited to the exact duplication of another's work and the

incorporation of a substantial or essential portion thereof. A sequence of five or more words taken verbatim without quotes may be considered plagiarism. This includes work found in any medium including those from electronic resources, i.e., internet, compact disks, and thumb drives. Materials found in course manuals, including examples of case documentation, should be considered the intellectual property of the instructor(s) or the source cited by the instructor. Paraphrasing another's work without attributing the ideas to the original author is also considered plagiarism.

All work submitted must be properly credited to the original source(s) of the information. Direct quotations, statements which are paraphrased, summarizations of another's work, and other information which is not considered common knowledge must be cited or acknowledged.

Students may not submit work previously submitted to fulfill requirements in another course unless approved by the instructor. All assignments must be completed independently unless explicitly designated as group work by the instructor. Students are expected to provide accepted forms of acknowledgement for all written assignments and presentations in the classroom as well as in the clinic. Any breach of the preceding criteria will be subject to disciplinary action in accordance with the university's policies.

Disciplinary actions may include, but are not limited to counseling, grade deductions, course failure, and dismissal from the professional program, and expulsion from the university.

Procedure: Program faculty will discuss with the involved student any suspected incident of cheating, plagiarism or other form of academic dishonesty and bring their findings to the entire program faculty and program director. Students who are determined to have violated the academic dishonesty policy, will be referred for further investigation and recommendation of appropriate action which may include academic warning, probation or dismissal. If the student accepts responsibility for the alleged violation, a document outlining the occurrence and the disciplinary action taken will be placed in the student's personal file with a copy sent to the Program Director. If the student does not accept responsibility for the occurrence and the faculty member continues to believe that an infraction took place, the faculty member will report the incident in writing to Associate Dean, Nursing, and the Provost or designee. Formal investigation will occur in accordance with the university's academic dishonesty policy found in the university catalog.

Academic Standing Policy

Academic Standing refers to a student's eligibility to continue in their studies and is assigned after each semester of study to proceed in their academic plan and qualify for graduation. Students must meet the satisfactory academic progress cumulative GPA of 2.5 for the RN-BSN completion program to maintain the School of Nursing academic standing.

Academic Success Center

The Academic Success Center (ASC) provides academic support for La Verne undergraduates, including campus accelerated program for adults and La Verne Online students, and graduate students through one-on-one, online, and group tutoring, supplemental instruction, and academic skills workshops. The ASC can be reached at 909-448-4342. <https://laverne.edu/asc>

Academic Writing Policy

All academic writing assignments must adhere to the Publication Manual of the American Psychological Association (APA) 7th edition format. Assignments should be written in active voice, and passive voice should be avoided as far as possible. The paper must be written of current literature and develop a 2-3-page literature review on a topic provided by instructor. A grading rubric is provided in Blackboard. All written work is expected to be original and creative and will be graded on content, concept, clarity and development, organization, and the proper use of English as expected at the graduate level. Identification information should be placed on

all papers including complete name and course information as noted in APA 7th ed. format. No exceptions to this rule: <https://owl.purdue.edu/owl/>

All papers must be submitted to SafeAssign (Refer to SafeAssign in Blackboard). The instructor will use SafeAssign to review your assignment submissions for originality and create opportunities to help students identify how to properly attribute sources rather than paraphrase.

Attendance Policy

Students must comply with the attendance policy of the University and the course syllabus. The student will be held responsible for the information and content contained therein. Preparation for each course requires reading and reviewing of assigned material. Weekly participation is a requirement. The student is responsible for notifying the instructor in advance if they will not be participating in weekly online class activities. After an absence, excused or unexcused, the student is expected to resume class participation. Documentation for excused absences must be presented to faculty. Excused absences will be granted by the instructor. Students with any unexcused absence will not be given credit for assignments.

Chain of Command Policy

The purpose of having a chain of command policy is to immediately establish a formal process to use when needing to get answers, create a satisfactory resolution to a problem, or to use if needing to report potentially bad or questionable behavior(s).

Students should follow the School of Nursing chain of command as follows:

- a. If the concern is regarding a nursing class, the student should first consult their course faculty.
- b. If the faculty is unable to assist, the student may reach out to nursing academic coordinator (vacancy).
- c. If nursing academic coordinator is unable to assist, the student may contact Associate Dean, Nursing.
- d. If the concern is regarding academic graduation plan, the student should contact academic advisor.

Continuing Education Requirements

State Boards of Nursing consider academic studies as one form of continuing education. The course hours must be accumulated within two years prior to license renewal. For additional information please contact: <https://www.rn.ca.gov/licensees/lic-renewal.shtml>

Course Conduct and Netiquette

Professionalism is always expected, but most especially with your interactions online. Because the University of Laverne classroom (online and face-to-face) is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a requirement. Courtesy and kindness are norms for those who participate in my class.

Our discussion board is a way for you to share your ideas and learning with your colleagues in this class. We do this as colleagues in learning, and the Discussion Board is meant to be a safe and respectful environment for us to conduct these discussions.

Some Netiquette Rules:

- Treat one another with respect. It will be expected that we will not attack one another personally for holding different opinions.
- Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.
- Begin emails with a proper salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon, Mr. Name). Starting an email without a salutation or a simple "Hey" is not appropriate.
- When sending an email, please include a detailed subject line. Additionally, make sure you reference the course number (Ex. NURS 466L) in the message and sign the mail with your name.
- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable.
- Use good taste when communicating. Profanity should be avoided.
- Re-Read, think, and edit your message before you click "Send/Submit/Post."
- Please remember when posting to be respectful and courteous to your colleagues and limit your posts to discussions of this course and its assignments.

Course Communication and Feedback

Students should expect the course instructor to reply to emails within 24 hours and will provide feedback on assignments within 48 hours. Questions pertaining to the course on the Blackboard Discussion Board to be answered within 24 hours. Students having trouble with course, or its material should contact course instructor via email to discuss the issues. Students are held responsible to ensure their ULV email account works to receive emails. Any student in need of help with Blackboard should contact the ULV help desk.

Course Format

RN-BSN program is an asynchronous online program. To succeed in an online class, you must be extremely motivated and well organized. Each course is formatted with PowerPoint Lectures, Readings, Online Discussions, Projects, and Academic Writing Assignments. The RN-BSN program is **not self-paced classes** or an independent study. There will be assigned deadlines and work must be submitted on time. Assignment sequence must be completed on schedule to be successful. Any delays in submission of course work must be discussed with the instructor **BEFORE** the deadline for approval of late submission.

Course Syllabus Policy

The course syllabus is your contract with the course content, assignments, and course instructor. All course assignments are assessed and graded by the assigned course instructor. The syllabus is subject to change based on the ever-evolving evidence-based nursing education profession.

Discussion Forum

Discussion topics will be posted on Blackboard weekly. You will read posted materials and engage in the discussion boards set-up in Blackboard. You will use the assigned readings and information from various online sources to inform your discussion. Critical thinking will guide discussions.

- Post the initial response to each Discussion Forum by 11:59PM (PST) on Wednesday.
- Initial responses should be *no less than 300 words* and include at least 2 credible sources.
- Initial responses are to be original in content and a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55PM (PST) on Sunday.
- Replies to classmates should be *no less than 200 words*.

Dismissal Policy

Students can be dismissed from the school of nursing for violation of policies and procedures. The faculty have an obligation to adhere to the protections afforded students and to be fair, reasoned, and principled when considering a dismissal of a student in its program.

Students may be dismissed for violation of any of the following policies:

- Professional Standards Policy
- Academic Integrity Policy
- Impaired Student Policy
- Adverse Background Policy

Dismissal from the program is the result of egregious behavior and/or violation of these policies, but less extreme sanctions may be employed, if warranted. Faculty will ensure the dismissal is consistent with the student handbook and past dismissal decisions. The provisions of this policy shall not be interpreted or applied in a manner which is arbitrary, capricious, or discriminatory.

Impaired Student Policy

The School of Nursing will follow the guidelines established by the CA Board of Registered Nursing (BRN) related to impaired nursing students.

Board of Registered Nursing Statement

Impaired Nursing Students Guidelines for Schools of Nursing in Dealing with the Matter of Nursing Students Impaired by Alcoholism, Drug Abuse, and Emotional Illness

In the matter of nursing students impaired by alcoholism, drug abuse and emotional illness the California Board of Registered Nursing recognizes that:

- a. these are diseases and should be treated as such; and
- b. personal and health problems involving these diseases can affect one's academic and clinical performance and that the impaired nursing student is a danger to self and a grave danger to the patients in their care; and
- c. nursing students who develop these diseases can be helped to recover; and

- d. it is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness; and
- e. confidential handling of the diagnosis and treatment of these diseases is essential.

Therefore, the Board of Registered Nursing expects schools of nursing students impaired by these diseases to offer appropriate assistance, either directly or by referral.

Furthermore, the Board expects that schools of nursing will ensure that instructors have the responsibility and authority to take immediate corrective action about the student's conduct and performance in the clinical setting.

It is outside of the Board's scope of function to endorse or recommend a particular course of therapy; however, it does wish to inform nursing students of the importance of seeking voluntary aid for conditions that could, if left unattended, lead to disciplinary action and may prevent them from being licensed (or losing their license) to practice nursing in the State of California.

As a preventive measure, schools of nursing are asked to provide factual material to incoming students regarding school policy on drug or alcohol abuse and mental illness among nursing students. <https://www.rn.ca.gov/intervention/impairedrn.shtml>

Dismissal from the Program as an Impaired Student

The nursing faculty provides supervision for students in clinical agencies. If the student demonstrates impaired behaviors, and therefore a danger to self or others, will be removed from clinical agency, university, or classroom. The student may also be subject to suspension or expulsion from the program in accordance with the University rules and regulations.

Dismissal Policy

School of Nursing adheres to the following prohibitions regarding drugs and alcohol:

- Students may not possess or be under the influence of alcohol while in clinical agencies, university, or nursing classrooms.
- Students may not possess, or be under the influence of drugs, controlled substances, or prescription drugs when there is a possibility that use may impair student's ability to safely perform nursing care or impair learning.
- Students may not be involved in the illegal possession, distribution, sale, diversion, or purchase of a controlled substance.

Any student that refuses to submit to professional assessment will be dismissed from the nursing program. If the student submits to professional assessment and found to be impaired, and a danger to self or others will be dismissed from nursing program and required to show proof of professional treatment prior to readmission.

Readmission Policy

Impaired Students Readmission to Nursing Program

After a minimum period of six months from the time of dismissal, the student may petition for

readmission to the nursing program. The requirements for readmission are as follows:

- The student shall submit a petition to the Associate Dean, Nursing.
- The student shall provide proof of active participation in a recognized treatment program on a regular basis and evidence of rehabilitation and/or recovery at the time of petition for re-entry.
- The student may be required to participate in on-going rehabilitation treatment as a condition of readmission.
- If readmitted to nursing program and required to participate in on-going rehabilitation treatment, the student shall provide evidence of continued rehabilitation treatment on a schedule as determined by Associate Dean, Nursing.
- Failure to submit evidence of on-going rehabilitation treatment will result in permanent dismissal from the nursing program.
- Readmission is not guaranteed and depends on clearance by the Associate Dean, Nursing.
- A second documented incident of impaired behavior will result in permanent dismissal from the nursing program.

End of Course Evaluation

Every student is encouraged to complete the IDEA course evaluation at the end of the semester. The IDEA survey is anonymous, and student's responses are confidential. We welcome your constructive feedback to improve the quality of instruction and promote our students' learning. Your feedback is critical to the School of Nursing for the advancement of excellence in nursing education.

Grading Policy

Students must achieve a **minimum of 78% to pass** the course. A seventy-eight percent (78%) average is required to receive a **passing grade of "C" for any course**. Students may be assigned an "I" grade if unable to complete assigned course work because of an unanticipated illness, accident, work-related responsibility, family hardship, or verified learning disability. An "I" grade is not intended to give additional time to complete course assignments or extra credit unless there is indication that the specified circumstances prevented you from completing course assignments on time.

All grades will be posted on Blackboard. Faculty graded assignments and discussion posts will be posted within 72 hours after due date. The final course grade is an average of these (weighted as shown below). Letter grades are assigned according to the grade scale.

Grade	Numerical Score
A	90-100%
B	85-89%
C	78-84%
C-	71-77%
D	65-70%
F	<65%
Withdraw NO Credit (WNC)	
In Progress (IP)	

Graduation

The University Registrar defines graduation as the completion of all degree requirements upon acceptance of passing grades and the posting of the degree completion date on the student academic record. RN-BSN students who successfully completed the BSN program requirements will be required to do the following:

Here is some info from the Registrar's website regarding degree posting and diplomas <https://laverne.edu/registrar/faq/diplomas/>:

- All degrees are posted and conferred within 60 days of the end of the term or semester. *You will receive an email notification when your degree is posted.*
- If you have an urgent situation that requires a rush degree posting (i.e. employment opportunity, graduate program, etc.), contact the Registrar's Office at reg@laverne.edu as soon as possible. If all your academic credentials are in order (outside transcripts received, final grades posted, etc.), the Registrar should be able to post your degree within 5-7 business days.
- Once your degree is conferred and posted you can request an official transcript from MyLaVerne to be sent electronically to any prospective employer or graduate program, or have one sent to yourself. More info on ordering transcripts can be viewed at <https://laverne.edu/registrar/transcripts/>.
- After your degree requirements are completed and your degree posted, you will receive your diploma in the mail a few months later. Please make sure your address is correct in MyLaVerne.
- Diplomas are ordered once per month and may only be ordered for degrees that have already been posted by the Registrar. You can expect to receive your diploma one to two months following your degree posting.

If you just would like more information on pursuing a graduate degree, please review degree options at the Graduate Admission website <https://laverne.edu/admission/graduate/>. Let me know if you have any questions about any of the graduate degree programs.

Helpful Links:

- Grades <https://laverne.edu/registrar/faq/grades/>
- Degrees and Diplomas <https://laverne.edu/registrar/faq/diplomas/>
- Enrollment or Degree Verifications <https://laverne.edu/registrar/verifications/>
- Transcripts <https://laverne.edu/registrar/faq/transcript/>

Commencement Participation

The University of La Verne holds commencement ceremonies in spring term. A candidate may be cleared for spring commencement upon successful completion of all degree and program requirements in the preceding fall term, or they have enrolled in final courses in January Intersession or spring term. A candidate may also qualify to participate upon showing proof of enrollment in final courses or requirements during the following summer term. Cleared candidates may only participate in one ceremony for each earned degree. Commencement

participation does not constitute graduation. The University Registrar defines graduation as the completion of all degree requirements upon acceptance of passing grades and the posting of the degree completion date on the student academic record. Candidates who need proof of degree completion with an actual completion date may purchase an official transcript.

California Public Health Nursing (PHN) Certificate

Upon graduation all graduates of RN-BSN program are eligible to apply for CA Public Health Certificate.

- The PHN application requires documentation of the PHN courses (465/465P).
- 7-hours of child abuse content and certificate of completion.
- The official ULV transcript must include all completed course work and reflect the degree awarded and date conferred.
- PHN application: <https://www.rn.ca.gov/pdfs/applicants/phn-instruct.pdf>

Mailing Address: Advanced Practice Unit - PHN Certification Board of Registered Nursing
P.O. Box 44210
Sacramento, CA 94244-2100

Street Address: Overnight or in-person delivery:

Advanced Practice Unit –
PHN Certification Board of Registered Nursing
1747 N. Market Blvd., Suite 150
Sacramento, CA 95834-1924
w: <https://www.rn.ca.gov>

Instructional Methods

The course will be taught using multiple instructional methods including Evolve PowerPoint, case studies, peer-reviews, and APA 7th edition format academic writing, group presentations with an associated critical discussion. Course topics will be introduced via Discussion Questions on Blackboard Ultra.

Lapse Between Courses

Any student who left the program in good standing and requests to be readmitted after a lapse will have a reassessment of transcript to determine credits and course requirements. Students are required to meet with Associate Dean, Nursing, and Advisor to discuss BSN pathway. All returning students will be subject to the requirements and regulations printed in the university catalog for the year of readmission.

Late Assignment Submission

All assignments are due by the deadline as posted on the course schedule. Plan accordingly and complete assignments in advance of their deadlines to ensure any unanticipated circumstances do not result in a missed assignment. User error does not qualify you for any kind of makeup or retake opportunity. Completing and submitting the assignments or Shadow Health quizzes and comprehensive final by the due date is the sole responsibility of the student. If you receive an incomplete score because of failure to submit the assignment or test (Shadow Health) by due date, then your score for that assignment will be recorded as “zero.” Late assignments will be subject to the following penalty: 10% will be deducted from your grade for the first day late,

and an additional 5% will be deducted on each subsequent day.

Module Schedule

All course deadlines are listed in the Pacific Standard Time (PST) Zone. Blackboard will record all deadlines in this time zone. If you are in a different time zone, plan accordingly. Each week will begin on Monday at 12:00 AM (PST) and will end on Sunday at 11:59 PM (PST). To complete the module assignments, you will spend about 24 hours of course engagement each week in an 8-week course using Blackboard, discussion boards, assigned reading, completing assignments, academic papers, and projects.

Post-Licensure Pathway (RN-BSN)

BSN Program Curriculum

The BSN curriculum is based on nursing philosophy, and Madeleine Leininger's Theory of Culture Care Diversity and Universality also known as Culture Care Theory (CCT) and developed with the *American Association of Colleges of Nursing Practice Baccalaureate Essentials: Core Competencies for Professional Nursing Education* (2021). The curricula is developed for nursing instruction in attainment of student learning outcomes; evidenced-based culturally sensitive nursing practice; culture inclusive policies and procedures, and professional leadership to prepare professionals to care for multicultural society of patients across the lifespan and across the continuum of care.

American Association of College of Nursing (AACN) BSN Essentials

The 2021 AACN BSN *Essentials* (10 Domains) for RN to BSN programs entry-level (Level 1) competencies were = threaded through the curriculum to build on previous learning and bridge the educational gaps to ensure all new competency expectations are met. Faculty have a clearer understanding of how to implement the *Essentials* in a degree-completion program and deploy teaching strategies and methods to assess student competency.

Domains for Nursing

Domain 1: Knowledge for Nursing Practice

Domain 2: Person-Centered Care

Domain 3: Population Health

Domain 4: Scholarship for Nursing Discipline

Domain 5: Quality and Safety

Domain 6: Interprofessional Partnerships

Domain 7: Systems-Based Practice

Domain 8: Informatics and Healthcare Technologies

Domain 9: Professionalism

Domain 10: Personal, Professional, and Leadership Development

RN-BSN Pathway

The RN-BSN Post-Licensure Pathway is offered as distance (online) education for licensed RN students to enroll in two major nursing courses every eight weeks. Required and recommended elective courses may be taken with the nursing major courses (full-time studies) or at their own

pace. The fastest a student can complete the RN-BSN pathway is nine months of full-time studies. Students are encouraged to meet with their academic advisor before enrolling in full-time studies.

RN to BSN Degree Requirements

Total Program: 44 semester hours

Nursing Major Core Requirements

28 semester hours

Code	Title	Semester Hours
NURS 311	Nursing Informatics	4
NURS 313	Health Assessment	4
NURS 325	Professional Nursing	4
NURS 333	Nursing Research	4
NURS 463	Leadership and Management in Nursing	4
NURS 465	Public Health Nursing	4
NURS 465P	Public Health Nursing Practicum	2
NURS 499	Nursing Capstone	2
Total Semester Hours		28

Required Major Electives

8 semester hours

Code	Title	Semester Hours
HSM 306	Systemic Racism, Disparities, and Health: The Impact on Latinx Community	4
HSM 417	Econ, Soc & Pol Issues in HC	4
Total Semester Hours		8

Recommended Major Electives

Code	Title	Semester Hours
HSM 405	Ethical & Legal Issues in Health Services Management	4
HSM 409	Communications in Health Services Organizations	4
MGMT 359	Management of Change and Conflict	4

Code	Title	Semester Hours
MGMT 458	Stress Management	3-4
OPSY 308	Social Psychology	4
PSY 312	Psychological Disorders	4
PSY 409	Multicultural Psychology	4
PSY 422	Substance Abuse	4

300-400 level course in any discipline

Credit for Prior Learning (CPL)

RN-BSN applicants with a minimum of two years of licensed RN experience qualify for 8 units of elective credit. The eight semester hours of prior learning credit towards the 44 semester hours required for the major. The student has to make an appointment with the Advisor for further discussion.

Admission Requirements

Eligibility

To be eligible for the RN-BSN Post-Licensure concentration, a student must:

- An associate degree in nursing (or equivalent) from an accredited institution.
- Active, unencumbered California RN license or eligible for a California RN License.
- New graduates must show proof of unofficial NCLEX Results
<https://www.nclex.com/index.page>
- Applicants must have an overall GPA of 2.5 or higher on a 4.0 scale.
- Completion of college level courses in the following areas with a grade of C or better:
 - Oral Communication
 - Written Communication
 - Critical Thinking
 - Math
- Completion of School of Nursing prerequisite courses with a grade "C" or better:
 - Human Anatomy with Lab
 - Human Physiology with Lab
 - Microbiology with Lab
 - Chemistry (Intro or General)
 - Statistics

If *Statistics is not completed* at time of admission, student must complete Statistics prior to taking RN-BSN course NURS 333 (Nursing Research). Statistics may be taken concurrently with NURS 333 in consultation with their advisor. Students' individualized curriculum plan may be longer depending on the number of courses needed to complete the required 128 units for a bachelor's degree.

- Minimum of 44 semester units in residency
- Minimum of 44 upper-division units

- Minimum of 40 units in major (24 units must be upper division with a minimum of 16 units from La Verne)

Academic Calendar

The School of Nursing follows the 8-week session calendar. Students can view current Session Academic Calendar at: <https://laverne.edu/academics/calendars/semester-session-2023/>

Transfer Procedure

RN-BSN applicants may be given transfer credit for BS undergraduate courses equivalent to the University of La Verne degree requirements. The applicant should meet with the Academic Advisor for discussion. Questions about nursing courses should be directed to Associate Dean, Nursing.

Veterans

The School of Nursing will accept qualified RN applicants who completed relevant military education and experiences, meet the admission requirements, and present documented equivalency courses. The applicant must make an appointment with the Academic Advisor for discussion. The School of Nursing will verify and evaluate nursing content for consideration.

University of La Verne Catalog

The university online catalog <https://laverne.edu/catalog/> contains undergraduate courses, academic calendars, programs, policies, tuition, fees, admissions requirements, and graduation requirements. Every effort has been made to make the catalog accurate as of the date of publication. However, all policies, procedures, fees, and charges are subject to change at any time by appropriate action of the faculty, administration, or Board of Trustees.

Post Admission Requirements

Students must fulfill RN-BSN Core requirements AFTER admission to nursing program.

- RN-BSN Core Requirement List
- All students enrolled in RN-BSN program must create a student account on Castle Branch.
- Go to Castle Branch, Inc. www.castlebranch.com
- **Select:** Package Code VN00: Background Check – Drug Test – Compliance Tracker
- Upload required documents to your student account BEFORE course registration.
- Some of the documents on the RN-BSN Core Requirement List are accessible once you create a student account.
- **NOTE: Child Abuse Mandate Reporting will be completed in course NURS 465P**

Progression Policy

Students are expected to complete all program courses with a grade of “C” (78%) or greater and must maintain a cumulative GPA of 2.7 or better to progress in the program. Students receiving a grade of “C-” or below are required to repeat the course and earn a “C” or better. **A course may be repeated only once to progress in the program.** Failure to pass the course a second time will result in dismissal from the program. When taking a concurrent theory (NURS 465) and practicum (465P) course, students must successfully meet requirements for both courses. If

one concurrent course is not passed, the student must take both courses again. If both concurrent courses (theory and practicum) are not passed, it counts as one fail.

- Students experiencing academic and/or clinical difficulty will obtain a Student Academic Success Contract (Appendix A) and must meet with instructor to identify deficiencies and develop an individualized plan to meet course requirements for academic success.
- Students below mid-term academic performance will receive a Student Academic Mid-Term Success Alert (Appendix B) that directs students to investigate academic and student support services designed to help them succeed.
- ***No more than one nursing theory or clinical course may be repeated. A second failed course will result in dismissal from the program.***

Progression in the nursing program is based on scholastic and professional performance, and the ability to meet all the requirements of the program. Compliance with the policies of University of La Verne and John A. Ware School of Nursing Program. Compliance with the Professional Code of Conduct and Professional Standards contained in this Handbook.

Retention

RN-BSN students who do not maintain a cumulative GPA of 2.5 © are subject to academic probation. The Registrar's Office will evaluate transcripts to identify students on academic probation. If a student does not raise the cumulative GPA to 2.5 © by the completion of the next semester will be subject to disqualification for enrollment in the program. Students experiencing academic and/or clinical difficulty will obtain a Student Academic Success Contract (Appendix A) with their faculty to identify deficiencies and develop an individualized plan to meet course requirements for academic success. Students below mid-term academic performance will receive a Student Academic Mid-Term Success Alert (Appendix B) that directs students to investigate academic and student support services designed to help them succeed.

SECTION III: CLINICAL POLICIES, REQUIREMENTS, PLACEMENT, AND GUIDELINES

Health Policy

Students must complete the **CORE Required Documents Checklist (RN-BSN)**, and must have clearance of criminal background check, drug screen, health exam, CPR certification, PPD, and immunizations uploaded to student account on Castle Branch <https://www.castlebranch.com>

All students accepted to the School of Nursing RN-BSN program and enrolled in the public health nursing courses (465/465P) is conditional based on the results of criminal background results, lab tests and immunization requirements to determine students' ability to perform functions.

School of Nursing: CORE Required Documents Checklist (RN-BSN)

All required documents listed below must be uploaded to your Castle Branch student account:

- Background Check (*package code includes a new background check*)
- CPR (*American Heart Association: Basic Life Support for Healthcare Providers – to be renewed every 2 years*)
- ULV Release of Information
- ULV Release of Liability
- ULV Visual and Audio Release Form
- Student Handbook Acknowledgment Form (*required annually*)
- Mandatory Reporter/Training Verification Form (*required for CABRN PHN Certification*)
- Medical Insurance
- Auto Insurance (*required to enroll in NURS 465P Public Health Nursing*)
- CA Driver's License (*required to enroll in NURS 456P Public Health Nursing*)
- N95 Mask Fit Test (*waived for Homeless Shelters*)
- RN License (*unencumbered, active license*)

Required Titers/Immunizations/Health Clearances

- Hepatitis B (Hep B or HBV) series of three vaccines, usually given over a period of six months
 - Submit one of the following: - 3 vaccines, OR - Positive antibody titer lab report. If titer is Negative or Equivocal, you will have to receive one booster shot and a follow up titer after 3 months.
- MMR antibody titers (positive, immune, or reactive). Follow-up vaccines are required if the titer is negative
- Varicella antibody titer (positive, immune, or reactive). Follow-up vaccines are required if the titer is negative

**Please note childhood vaccinations will not complete titer requirements*
- TB test within the last 12 months or Chest X-Ray if positive skin test or history of the disease
 - annual TB skin test or QuantiFERON Gold blood test
 - or
 - chest x-ray every 2 years with annual health screening/questionnaire
- Health clearance/Physical exam (*required annually*)
- Influenza (*require 1 dose of influenza vaccine annually*)
- Tdap – Tetanus, diphtheria, pertussis
 - Require a one-time dose of Tdap
 - Then, require Td boosters every 10 years thereafter
- COVID-19 vaccination and booster/s

Criminal Background Check Policy

A Criminal Background Check is required for clearance into clinical placements. A criminal background check is required for enrollment in any clinical/practicum course where a student is placed at a clinical partnering agency. All nursing students are required to have a clear criminal background check BEFORE placement at clinical/practicum agencies.

The School of Nursing will NOT approve clinical placement if a background check is not clear.

The background check satisfies the requirement during continuous enrollment in the program. If the educational process is interrupted, or the School of Nursing is aware of a new infraction after the initial background check is completed, a new background will be required. If any incidents occur during a student's time of enrollment that potentially cause the background check status to change, it is the student's responsibility to notify School of Nursing immediately. The student will be required to complete additional background checks. Any background check status change(s) and/or failure to promptly report changes to the School of Nursing may result in removal from clinical placement and prohibit future clinical placements.

Individuals who have been convicted of any crime, whether misdemeanor or felony, may have difficulty obtaining a license to practice as a Registered Nurse in the State of California, as well as other states. The definition of conviction includes a plea of no contest as well as pleas or verdicts of guilty. All questions regarding licensure should be directed to the California Board of Registered Nursing at: <https://www.rn.ca.gov/> and P: (916) 322-3350.

Drug Screening

All students complete drug screening as required by clinical facilities. A drug test is required prior to registration and placement to clinical agencies. The School of Nursing online vendor is Castle Branch, Inc. <https://castlebranch.com>. Castle Branch contracts with Lab Corp to conduct drug testing and the student will be assigned to a Lab Corp site closest to residence for testing. Both are federally approved labs. Drug test results will be posted to the student's Castle Branch account. The initial drug screen satisfies this requirement during continuous enrollment in the program; should the educational process be interrupted; a new drug screen will be required. Some clinical agencies conduct random drug screening, which the student must comply with the agency policy. Any student refusing to complete an on-site random drug screen will be removed from the clinical agency immediately. Student's conduct will be reported to Associate Dean, Nursing for review and possible sanction may include disqualification from the University.

Health Physical Exam

Students must have an annual health physical exam to participate in the PHN Practicum (465P) course. If you are not current with annual physical exam, you will not be approved to attend the clinical practicum until you comply. As a result, students may need to take the course at another time and will not progress in the program. The health report must be signed by a physician, physician's assistant, or nurse practitioner, and upload to Castle Branch document tracker. The report must indicate that the student does not have any health condition(s) that would create a hazard to

themselves, employees, or patients (Title 22). Nursing students with a condition (impairment) that could interfere with performance of essential duties, should contact university Disability Services to determine what accommodations would be reasonable in a clinical setting.

Physical Requirements

Students are required to travel to clinical/practicum agencies and hospitals, and to homes with unpredictable environments. Students must meet the physical requirements necessary to participate in the clinical courses in nursing:

1. **Strength:** Sufficient strength to lift, move and transfer most patients; to restrain and carry children; to move and carry equipment; and to perform CPR, which requires sufficient body weight and adequate lung expansion.
2. **Mobility:** Sufficient to bend, stoop, get down on the floor; combination of strength, dexterity, mobility, and coordination to assist patients; ability to move around physically and adequately in confined spaces (patient rooms, bathrooms, treatment settings, around patient equipment, etc.). Be able to perform all physical skills required to deliver patient care such as CPR, ambulation, transport, reposition, lifting, and other nursing duties.
3. **Fine Motor Movements:** Necessary to manipulate syringes and Ivs; to assist patients with feeding and hygiene; to write appropriate notations; to document in health record; to perform sterile procedures and other skilled procedures.
4. **Speech:** Ability to speak clearly to communicate with staff, physicians, and patients; need to be understood on the telephone.
5. **Vision:** Visualize patients to assess and observe their health status; skin tone, color changes, dermatological conditions, non-verbal behaviors, changes in signs and symptoms of illness, health improvement or deterioration, etc.
6. **Hearing:** Hear and see patients, monitor signs and symptoms, hear alarms, patient voices, call lights, and assess patient conditions, non-verbal behaviors, changes in signs and symptoms of illness, health improvement or deterioration, hear through the stethoscope to discriminate sounds, and accurately hear on the telephone.
7. **Touch:** Ability to palpate both superficially and deeply and to discriminate tactile sensations.

Emotional Requirements

The nursing profession is one of the most rewarding, stressful, and emotionally challenging careers. To succeed a student should have emotional intelligence and self-regulation. Students must be able to perform under stressful academic challenges. Be able to perform nursing care in real world situations while under observation by instructors and other health care personnel.

Health Immunization

The School of Nursing enrollment policy in the Public Health Nursing (465/465P) courses is dependent on meeting results of laboratory tests and immunization requirements to determine students' ability to perform all essential functions. Failure to show proof of immunizations and/or testing could prevent fulfillment of the CORE RN-BSN requirements of the nursing program. The School of Nursing shall provide reasonable accommodation to those students whose religious beliefs conflict with the requirements of the nursing program.

Exemption: A medical exemption is allowed when a student has a medical condition that prevents them from receiving a vaccine for any required immunization as set forth in the Immunization Practices Advisory Committee (ACIP) published by the Centers for Disease Control and Prevention. The student must show proof of a physician's written statement as part of the students' immunization record to be reviewed to determine if the exemption shall remain in effect for the next academic year. When a medical contraindication no longer exists, the student must comply with the immunization requirements. The School of Nursing shall provide reasonable accommodations to students whose medical condition contraindicate immunizations if it does not prevent the student from fulfilling the requirements of the program. Students will be informed of the immunization and testing requirements prior to enrollment (Appendix D).

Clinical Placement

Clinical placements will be arranged by the School of Nursing for students to achieve required clinical experiences. The School of Nursing works with clinical affiliation agencies in neighboring Los Angeles County, Inland Empire, and other surrounding counties. Students must complete the Core RN-BSN Requirements before enrollment in PHN 465/465P courses to be approved for clinical placement. Students will be notified of placement and facility specific requirements as soon as it is confirmed by clinical agencies.

Students will be held to the following guidelines:

- Students are expected to keep the required documents current for the duration of the program.
- Students are expected to meet clinical agencies specific requirements to include but not limited to site orientation, confidentiality, ID Badge, parking, and documentation.
- Students in violation of clinical agencies policies, procedures, and guidelines may be removed from clinical site and risk dismissal from the program.
- Students should **not** contact any clinical sites directly. All communication regarding clinical placement should be directed to your Clinical Instructor or the School of Nursing.

Dress Code Policy, Equipment, ID Badge, and Cellphone

Nursing students must adhere to the dress code established by the School of Nursing. Some clinical agencies may require faculty and students to adhere to a specific dress code. Any variation in uniform must be approved by the School of Nursing prior to clinical course.

- **RN-BSN students:**
 - Business casual attire with clinical lab coat or scrubs with lab coat and closed toe shoes of any color (e.g., running shoes).
 - No sweatshirts, hoodies, jackets, or other attire may be worn in the clinical area.
 - No open toe shoes, sandals, or Crocs.
 - No visible body piercing or tattoo.

Any student failing to comply will be asked to leave the clinical area and may not return until modifications are made. This action will result in an unexcused absence for the day. Any deviation from dress code must be presented to Clinical Instructor for consideration. Students should be aware that additional dress code restrictions and infection control policies might be

required in specific agencies or hospitals.

ID Badge

All students and faculty **MUST** wear a ULV photo identification badge indicating their name (and RN, if applicable). For all clinicals, student nurse badges must reflect the student's official name. Picture identification badge with name that meets the guidelines of AB 1439, which amended Chapter 1 of Division 2 of the Business and Professional Code of the State of California.

Equipment: Students must have access to equipment such as stethoscope, pen light. Students must also have access to and bring to clinical settings clinical PDA's, **drug**, or other reference material. Students are expected to and be prepared to teach when the situation arises.

Mobile Devices: Mobile devices should remain off or be placed on silent mode. Students should only use these devices with permission of the clinical instructor. For those rare occasions where phone access is necessary, students will communicate with the clinical instructor for permission to receive call(s).

Clinical Placement Evaluations

Students will complete clinical site evaluations at the end of rotation and submit electronically. Any student concerns about clinical agency or below average evaluations of clinical agency are brought to the attention of the Associate Dean, Nursing. To assess and determine if the clinical agency is appropriate for clinical placement, Associate Dean will gather information from site visits, patient populations, student, and clinical instructor evaluations.

Transportation

Students must have adequate transportation to and from clinical agencies. This is a mandatory requirement for clinical/practicum experiences. Transportation is not provided by the School of Nursing in any way. Students may be required to travel from one clinical/practicum site to another on the same clinical day. Students must have a valid CA Driver's license and provide proof of car insurance in their student account on CastleBranch.com

Clinical Professional Courtesy

Students and Faculty are ambassadors for the University and the School of Nursing. The expectation is students and faculty will demonstrate professional behaviors and courtesy when interacting with nurses, staff, administrators, patients, and others in clinical agencies.

Clinical Shifts Policy Statement

RN-BSN students could be assigned back-to-back shifts to meet the CA BRN PHN 90-hour practicum requirement. Students should consider their assigned clinical time(s) with the appropriate rest periods to enhance mental and physical readiness, patient and student safety, and good clinical judgment. Students should avoid employment responsibilities the night before the assigned clinical day shift for patient safety and enhance clinical judgment.

Clinical Absence

All clinical absences are required to be made up in the Clinical (practicum) setting with the approval of the Associate Dean, and faculty. Excessive absence from clinical will result in failure to meet clinical objectives and failure of the course. Absenteeism from a clinical day due to an illness, injury, or other unavoidable reasons is acceptable. In the case of illness or emergency that results in the student needing to miss clinical, it is the student's responsibility to inform the instructor of absence immediately. All scheduled absences must be reported to the instructor prior to the scheduled clinical. The student must schedule a clinical make-up to meet clinical objectives before the next scheduled clinical rotation. If the clinical time missed is greater than 2 clinical days, the student will be required to repeat the course (theory and clinical). Students may only fail one course in the nursing program.

Clinical Tardiness

Students are expected to be at your clinical placement area and ready to at the beginning of your assigned hours. Tardiness (late arrivals) and early departures are unacceptable. If you are unable to report to the clinical site, or if you expect to arrive late, you must notify your instructor in advance of the beginning of your clinical rotation, if possible. Notifying another student or leaving a voice message is not sufficient unless such notification is specifically permitted by your instructor. If you are physically unable to call, you must have someone call on your behalf and speak directly with your instructor. As soon as you are able, you should make a follow-up call to your instructor. Where applicable, you may be required to provide your instructor with a doctor's note regarding absence, late arrival, or early departure. Chronic tardiness and or leaving class early will affect course grade and could lead to an "F" grade.

Clinical Leave Early Policy

Students should not leave clinical/practicum early unless it is an absolute necessity. Students are expected to provide their instructor with advance notice if there is a need to leave clinical early. The student must schedule a clinical make-up to meet clinical objectives before the next scheduled clinical rotation. If the clinical time missed is greater than 2 clinical days, the student will be required to repeat the course (theory and clinical). Students may only fail one course in the nursing program.

Clinical Incident Policy

If a student receives any type of injury at clinical agency must report all incidents to clinical instructor and clinical Agency immediately after incident occurs. The instructor will guide the student through the appropriate process to procure health care as needed and complete the prompt reporting to Risk Management at ULV. All required documentation is to be submitted within a 24-hour period and medical treatment is to be received according to the guidelines. Any situation in clinical where there is a situation that resulted in, or had the potential to result in, a threat to the patient's health and well-being such as death, injury, loss, abuse or maltreatment, neglect, contamination, medication error, or misappropriation of property must be reported to the student's clinical instructor, clinical Agency and Associate Dean, Nursing.

Injuries during Clinical Practicum

All patient-related incidences, including patient neglect, patient malpractice issues, unfavorable encounters with the patient or patient family members, medication errors, injury or death to the patient, must be reported to the Clinical Instructor immediately.

The student must adhere to the following protocol:

- a. First, notify the clinical instructor immediately.
- b. Then immediately notify the clinical agency leadership.
- c. Contact the Associate Dean, Nursing.
- d. is not available, the student should contact the Program Director immediately.
- e. Report all adverse occurrences whether directly or indirectly involved.

Risk Management will be notified as soon as possible of the following:

- a. Surgical complications/injuries or deaths
- b. Newborn/Infant injury or death
- c. Other patient injury or death
- d. Transfusion or medication problems
- e. Patient dissatisfaction or procedural problems
- f. Please report anything that makes you uncomfortable with any aspect of a patient's care, even if it does not involve any of the preceding situations.

Clinical Patient/Client Privacy

No identifying patient/client information, including computer generated information, may be taken out of the agency. This includes such information as patient/client initials, date of admission, date of discharge, room number, and social security number.

Statement of Confidentiality

California Civil Code Section 1798 Information Practices Act and Section 56-56.06 Confidentiality of Medical Information Act both state the right to privacy is a fundamental right, and that all individuals have a right of privacy in information pertaining to them. This is also outlined in the [ANA Code for Nurses](#).

Confidentiality

Confidentiality is one of the core values of nursing practice. It requires healthcare providers to keep a patient's personal health information (PHI) private unless consent to release information is provided by the patient. Students enrolled in nursing courses with an associated clinical must comply with confidentiality agreements of the University of La Verne, School of Nursing.

A patient's name, initials, or pseudonyms should never be used outside of patient care areas. Assignment sheets with patient name or room number used in the clinical setting must be destroyed to prevent breach in patient data. The student may not photocopy any portion of a client's medical record. Students cannot take any photos of patients or other objects in the clinical setting as patients could potentially be identified. No clinical or patient information to be used on social network platforms. Any breach in confidentiality may result in failure of the course to disqualification and dismissal from the program. Students are required to review annually information on the Federal Health Insurance Portability and Accountability Act (HIPAA).

HIPAA Policy

The U.S. Department of Health and Human Services (HHS) issued the Privacy Rule to implement the requirement of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). The Privacy Rule standards address the use and disclosure of individuals' health information called "protected health information (PHI)" by organizations subject to the Privacy Rule called "*covered entities*," as well as standards for individuals' privacy rights to understand and control how their health information is used. For more information refer to the [U.S. Department of Health & Human Services](#) for HIPAA information and resources.

The School of Nursing is not a "*covered entity*"; however, every student and faculty member has the responsibility to ensure the protection of client protected health information (PHI).

Protected Health Information. The Privacy Rule protects all "individually identifiable health information" held or transmitted by a covered entity or its business associate, in any form or media, whether electronic, paper, or oral. The Privacy Rule calls this information "*protected health information* (PHI). Individually identifiable health information" is information, including demographic data, that relates to:

- the individual's past, present or future physical or mental health or condition,
- the provision of health care to the individual, or
- the past, present, or future payment for the provision of health care to the individual, and that identifies the individual or for which there is a reasonable basis to believe can be used to identify the individual. Individually identifiable health information includes many common identifiers (e.g., name, address, birth date, Social Security Number).

Policy: Competency in the Health Insurance Portability and Accountability Act (HIPAA) must be demonstrated prior to a student going to a health care facility for any experiential learning activity or clinical course.

Procedure: Education on HIPAA will be provided to students prior to the start of any experiential learning activity or clinical coursework. Training is provided through the University of La Verne and Collaborative Institutional Training Initiative (CITI) and can be accessed through the La Verne Portal at <https://myportal.laverne.edu>. This training orients the student to concepts of confidentiality, access of information, and appropriate release of information procedures for protected health information.

Prelicensure Students ONLY: Students must pass a post-test and receive a certificate of completion to meet this requirement. Students may not participate in any clinical or patient related activity unless certification is current. Competency will be documented in the student's record annually. It is the responsibility of the Clinical Instructor to ensure HIPAA guidelines are met prior to students beginning their clinical course work at the health care facility.

OSHA Training

The Occupational Safety and Health Administration (OSHA) has defined requirements which specify the protective measures all healthcare personnel are required to perform to prevent the spread of communicable disease. All students must participate in Blood-borne Pathogens Training prior to participation in clinical and/or patient-related activities. Training is provided through the University of

La Verne and Collaborative Institutional Training Initiative (CITI) and can be accessed through the La Verne Portal at <https://myportal.laverne.edu> for any other online program at the students' expense. Training includes proper handwashing, use of personal protective equipment, isolation precautions, and other information targeted at exposure risk reduction. Students must pass a post-training practical examination and receive a certificate of completion to meet this requirement and be allowed to participate in any clinical or patient-related activity.

In the event of occupational exposure to biohazard while on campus, students are to notify the instructor of record and the Associate Dean, Nursing, as soon as possible. The storage and use of any hazardous materials will be the responsibility of the Program. The School of Nursing will follow OSHA guidelines for the storage, use of any hazardous materials and the use of standard precautions.

In the event of occupational exposure to a biohazard while on clinical experience, students are to follow the clinical site's guidelines for managing, reporting, and documenting the incident. It is the student's responsibility to inform the clinical instructor of the incident and to seek their guidance in complying with all site-specific policies. If the need arises, clinical sites shall provide students with access to emergency care; however, the student shall be responsible for the cost of all emergency services rendered. The student is not being covered under any worker compensation benefit; therefore, the student is responsible for the cost of any follow-up care because of exposure/injury. The Associate Dean, Nursing, should be notified of the incident within 24 hours of occurrence.

Students are expected to keep documentation of training as each clinical site reserves the right to require a student to provide proof of training at any time. Clinical sites may also require the student to participate in additional training. The program requires vinyl/nitrile gloves as part of personal protective equipment (PPE) to avoid latex allergies. Latex gloves have been a foundation of disease prevention and PPE in the health care field. Visit <https://www.cdc.gov/niosh/docs/98-113/> for more information on latex allergies and prevention.

Health Insurance Policy

The School of Nursing does not provide health insurance coverage for students. Our clinical agencies do not provide free health care services to students for emergency treatment if injured at that agency. If a student requires medical treatment, they will be billed by an agency. The university student health center provides treatment for illnesses or injuries to students but no hospitalization, prescription medications, or specialized care. If specialized care is required, student may need to be seen by a nearby hospital and will be billed by hospital. Supplemental major medical insurance coverage is required for all nursing students.

Liability Insurance

The University of La Verne provides professional liability insurance to all nursing students performing official course work within the supervision of the clinical instructor and clinical preceptors (if applicable) approved by the school of nursing. Students are NOT covered if the activity is not officially part of nursing curriculum and approved by the University of La Verne.

SECTION IV: Student Support Services and University Policies

Academic Success Center

It is the mission of the Academic Success Center (ASC) to help all La Verne students become self-sufficient and lifelong learners by providing them with the opportunity to refine papers, clarify concepts, further understand theories, receive supplemental instruction from their peers, and participate in ASC-sponsored academic workshops. The ASC provides tutoring, workshops, placement testing and test proctoring to students. For more information about what the ASC provides visit: <https://laverne.edu/asc>

Americans with Disabilities Act

Students with disabilities, who need reasonable modifications or accommodations in the program, should direct their request to the Program Director at the time of the program orientation. Students must register with the *Accessibility Services Office* and provide documentation of their disability receive services. All questions related to accommodations should be directed to the Accessibility Services Office in person at 2215 "E" Street, La Verne, CA 91750 or online at <https://laverne.edu/accessibility/>

Copyright/Fair Use Statement

Respect copyrights, trademarks, and intellectual property of the University of La Verne, and others. Protect others' privacy and their proprietary financial, patient care or similar sensitive or private content. Do not distribute any of these materials, resources, quizzes, tests, homework assignments, etc. (whether graded or ungraded).

Counseling, Testing, and Health Education Policy

Students Experiencing Personal Issues Policy: Counseling and testing services are available to students' experiencing concerns related to personal adjustment, difficulty with academic course work or examinations, or psychological problems that require professional attention. Health education and wellness programs are offered to assist students to make healthy lifestyle choices. Every student has a right to achieve their full human potential. If you need help, please call or visit to set an appointment; Counseling and Psychological Services (CAPS) is located at 2215 E Street, through the door on the left. The phone number is (909) 448-4145.

If your situation is not life-threatening and you would like to contact CAPS after hours or on the weekends regarding a psychological emergency, please call the After-Hours Line at (909) 448-4650 and leave your name, phone number, and a brief message about the nature of your crisis.

Procedure: Individual sessions are available for a nominal fee for regional and online campuses, and graduate students who do not have school insurance. For more information, please visit <https://laverne.edu/counseling/>.

If you or someone you know is currently experiencing a life-threatening situation that is both a psychological and medical emergency, call 9-1-1 immediately. For more community resources, please visit <https://laverne.edu/counseling/resources/>. The University is not affiliated with the organizations listed, but the resources might help someone in need.

FINANCIAL AID, AND SCHOLARSHIP INFORMATION**Financial Aid**

Information on financial aid, loans and scholarships is made available to all students. Students are expected to contact the Office of Financial Aid with specific questions: <https://laverne.edu/financial-aid/> Please refer to the Financial Information pages of the Catalog for unabridged university policy:

<https://catalog.laverne.edu/financial-information/>

Scholarship

Scholarship and loan opportunities are available on School of Nursing website and administration office. If this information is received electronically, it will be sent to students via e-mail. Additional information about scholarships and loans as well as other financial aid forms may be obtained from the University's Financial Aid Office: <https://laverne.edu/financial-aid>

Office of Diversity, Equity, and Inclusion (ODEI)

The Office of Diversity, Equity, and Inclusion (ODEI) leads and supports initiatives that promote equity and inclusion, develops, and improves collaborative relationships, cultivates a community that encourages and supports a climate that affirms diverse cultures, and advocates for equitable policies, procedures, and opportunities for the University of La Verne campus community. The ODEI is dedicated to supporting a diverse community and inclusive environment where students, faculty, and staff respect each other and value the life experiences and viewpoints of others. <https://laverne.edu/diversity/>

Social Justice Incident Report Form

Individuals wishing to express social justice concerns about university policy or environment; make a report about a University community member's discriminatory conduct that is unrelated to University's educational programs or activities; or make a report about former members of the University of La Verne community's discriminatory conduct should use the Social Justice Awareness & Action Form. **Please note that reports can be submitted anonymously.**

https://cm.maxient.com/reportingform.php?UnivofLaVerne&layout_id=25)

Grievance Procedure and Academic Appeals

The School of Nursing and the University of La Verne define what constitutes a formal complaint and maintains a record of formal complaints. A student may present a complaint, perceived injustice, student mistreatment, or unresolved conflict regarding an individual course or the program at any time. Students who believe their rights have been violated, that their learning has been compromised, or who believe program or university policies are not evenly applied may file a formal grievance. Grievances may be filed against faculty, staff, or other students in the program. Many issues can be resolved through discussion with the parties involved, and in these cases, students are encouraged to first attempt the *informal complaint* steps of resolution.

Informal Complaint Process

To initiate an informal complaint, the student shall:

- 1) Student to contact the individual instructor responsible for the course or issue.
- 2) If the issue is not resolved to the student's satisfaction with a conversation, the student should present the issue to the instructor in written form.
- 3) If the resolution is not achieved by the instructor, the student should have a discussion with the Associate Dean, Nursing. The overarching goal is to come to a resolution at the SoN level.
- 4) In instances where informal discussion has not resolved the issue, or students believe the issue is serious enough not to attempt an informal resolution, students have the option of filing a formal grievance.

- a. The academic grievance process is generally instituted before the end of the semester; therefore, every effort should be made to complete the grievance process prior to the start of the next semester.

Academic Grievance Process

An academic grievance relates to academic issues associated with the course, classroom, or clinical instruction while course is in session. As a prerequisite to filing a grievance, a student must meet with the involved faculty member within three (3) school/business days after an incident occurs. The student and faculty member shall discuss the dispute for resolution. The student must represent himself/herself during the grievance process. If following the discussion with the faculty member, the student continues to believe that the student has not been dealt with fairly; the student may submit a written statement of the complaint to the Associate Dean, Nursing. The program's definition of formal complaints and the procedures for filing a complaint are communicated to faculty and students in the Student Handbook accessible on the nursing website and each course room on Blackboard.

To prepare a written grievance, the student shall:

1. Identify the exact nature of the complaint and provide dates and locations of relevant incidents.
2. Identify the names of the witnesses or people who have personal knowledge relating to the complaint.
3. Submit a grievance along with any available written documentation or evidence that is relative to the complaints/grievances to the Associate Dean, Nursing.
4. The student will meet with the faculty member and Associate Dean, Nursing, within three (3) school/business days of submission of the written grievance. If the grievance is not resolved, the grievance moves to the next step. The Associate Dean will notify the CHCW Dean of the student's decision to move the grievance forward.
5. The Dean and Associate Dean meets within five (5) school/business days of a request for a review of the student's grievance appeal. The Dean will notify the students and involved faculty members of the decision.
6. Students may appeal final grades, academic honesty decisions, and most policy decisions, and they may submit academic grievances. All must be done in a timely manner, generally within four weeks of the action or decision in question.

Appeal Procedures on Academic Matters – Students may appeal final grades, academic honesty decisions, and most policy decisions, and they may submit academic grievances. All must be done in a timely manner, generally within four weeks of the action or decision in question. Appeals are made to the Dean of Academic Support and Retention. <http://laverne.edu/catalog/>

Appeals Procedures for Social Conduct Violations – Appeals of judicial decisions must be made in writing within five working days to the appropriate designated judicial officer. <http://laverne.edu/catalog/>

Appeals by Students with Disabilities – The University of La Verne has established a set of procedures that address policy implementation for students with disabilities. <http://laverne.edu/catalog/>

Religious Academic Accommodation Policy

Consistent with our core values of diversity and inclusivity, it is the policy of the University of La Verne to provide reasonable accommodation for a person's religious belief. Reasonable accommodation is one that does not conflict with reasonably necessary University goals. The person requesting accommodation is obligated to make the University aware of the need for religious accommodation as soon as possible for the accommodation.

The most common request for academic religious accommodation concerns class/clinical attendance during the observance of major religious holy days and celebrations. It is the policy of the University to grant students excused absences from class/clinical for observance of religious holy days. Students are expected to contact faculty at the beginning of the course (within the first two weeks of class) after reviewing course syllabi for potential scheduling conflicts. Students who request an excused absence in advance shall be provided with a reasonable alternative.

Examples of reasonable accommodations for student absences might include:

- rescheduling an exam or giving a make-up exam for the student,
- altering the time of a student's presentation,
- allowing extra credit assignments to substitute for missed class work,
- arranging for an increased flexibility in assignment dates.
- Students are responsible for satisfying all academic requirements as defined by the instructor.

Faculty members are encouraged to avoid scheduling exams on major religious holidays (a calendar of religious holidays is maintained on the Office of Religious and Spiritual Life web site <https://laverne.edu/chaplain/religious-holidays/>). In addition to observance of religious holidays and celebrations, other areas of practice may result in a request for accommodation based on obligations related to prayer, dietary requirements, fasting, religious attire, ablution, and theological or philosophical commitments. Given the uniqueness of the requests, they may be handled on a case-by-case basis and may involve reasonable accommodation of course content. The University Chaplain may be consulted as needed.

Student Disciplinary Policy

A faculty member who has clear evidence that the Academic Honesty Policy has been violated may take appropriate disciplinary action. Appropriate disciplinary action may include but is not limited to requiring the student to rewrite a paper or retake a test, giving the student an F on the assignment and/or in the course, and/or recommending expulsion. If the action includes giving a course grade of NCR or F and/or a recommendation for expulsion because of academic dishonesty, the faculty member must report the action to the Department Chair and/or Associate Dean, Nursing.

The course grade will be given immediately to the Registrar to record on the student's academic transcript. Students may not drop or withdraw from the course after they have been sanctioned for academic dishonesty. If a faculty member has reason to suspect academic dishonesty (even after having seen requested additional or revised work when appropriate) and the student denies the allegation, the faculty member may refer the matter to the Provost (through the Associate Dean, Nursing, for off campus situations).

Following due process an Academic Judicial Board may be formed to investigate the matter and make a recommendation to the Provost about whether academic honesty has been violated. The provost will then take appropriate action which may include, but is not limited to, academic probation, suspension, or expulsion. Students may also initiate an appeal of a faculty member's determination of academic dishonesty. <http://laverne.edu/catalog/>

Family Educational Rights and Privacy Act (FERPA) Policy:

The University of La Verne complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended (Public Law 93-380). Students have the right to limit disclosure of their education records to third parties with some limited exceptions. These exceptions include when a written consent has been given for disclosure, directory information if the student has not provided a written refusal for disclosure and some other instances under provisions of FERPA that allow disclosure without written consent.

Procedure: Current or former students who want to review their records shall provide, in writing, permission to allow access to restricted portions of their records. The Associate Dean will give students an opportunity to review their files. Students have the right to correct any inaccurate or misleading entries or to insert a written explanation clarifying the contents of the student record. Student records contain information on the student's progress, evaluations, test results, and grades, which become a permanent part of the student's file. Grades are added to the student's file at the end of each semester. Students may request, in writing, copies of their permanent record excluding third party documentation.

Title IX: Sex Discrimination, Harassment, and Assault

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. Sex discrimination includes sexual harassment, sexual assault, and sexual orientation. The University of La Verne has a designated Employee Relations and Title IX Manager to serve as the Title IX Coordinator/Manager. The Title IX Coordinator/Manager is available to receive reports of sex discrimination at the University of La Verne, including sexual harassment, sexual assault, and sexual orientation, to discuss questions or concerns relating to the investigation of complaints received, reporting and complaint procedures, and education and training opportunities across campus. For more information concerning the University's Title IX policy, resources, complaint procedures and other related information please visit the website at: <https://laverne.edu/title-ix/>.

University Library Resources

The library provides books, CDs, DVDs, videotapes, and journals of interest to students in the RN-BSN program. In addition, extensive online databases are available. LINK+ and Interlibrary Loan (ILL) are available and assist scholarly research by obtaining library materials unavailable at the University's Library. A complete list of books, journals, online databases, and other resources are available on the library website: <http://library.laverne.edu/>

Appendix A**GRIEVANCE POLICY**

The School of Nursing and the University of La Verne define what constitutes a formal complaint and maintains a record of formal complaints. A student may present a complaint, perceived injustice, student mistreatment, or unresolved conflict regarding an individual course or the program at any time. Students who believe their rights have been violated, that their learning has been compromised, or who believe program or university policies are not evenly applied may file a formal grievance. Grievances may be filed against faculty, staff, or other students in the program. Many issues can be resolved through discussion with the parties involved, and in these cases, students are encouraged to first attempt the *informal complaint* steps of resolution.

Informal Complaint Process

To initiate an informal complaint, the student shall:

- 5) Student to contact the individual instructor responsible for the course or issue.
- 6) If the issue is not resolved to the student's satisfaction with a conversation, the student should present the issue to the instructor in written form.
- 7) If the resolution is not achieved by the instructor, the student should have a discussion with the Associate Dean, Nursing. The overarching goal is to come to a resolution at the SoN level.
- 8) In instances where informal discussion has not resolved the issue, or students believe the issue is serious enough not to attempt an informal resolution, students have the option of filing a formal grievance.
- 9) The academic grievance process is generally instituted before the end of the semester; therefore, every effort should be made to complete the grievance process prior to the start of the next semester.

Academic Grievance Process

An academic grievance relates to academic issues associated with the course, classroom, or clinical instruction while course is in session. As a prerequisite to filing a grievance, a student must meet with the involved faculty member within three (3) school/business days after an incident occurs. The student and faculty member shall discuss the dispute for resolution. The student must represent himself/herself during the grievance process. If following the discussion with the faculty member, the student continues to believe that the student has not been dealt with fairly; the student may submit a written statement of the complaint to the Associate Dean, Nursing. The program's definition of formal complaints and the procedures for filing a complaint are communicated to faculty and students in the Student Handbook accessible on the nursing website and each course room on Blackboard.

To prepare a written grievance, the student shall:

7. Identify the exact nature of the complaint and provide dates and locations of relevant incidents.
8. Identify the names of the witnesses or people who have personal knowledge relating to the complaint.
9. Submit a grievance along with any available written documentation or evidence that is relative to the complaints/grievances to the Associate Dean, Nursing.

10. The student will meet with the faculty member and Associate Dean, Nursing, within three (3) school/business days of submission of the written grievance. If the grievance is not resolved, the grievance moves to the next step. The Associate Dean will notify the CHCW Dean of the student's decision to move the grievance forward.
11. The Dean and Associate Dean meets within five (5) school/business days of a request for a review of the student's grievance appeal. The Dean will notify the students and involved faculty members of the decision.
12. Students may appeal final grades, academic honesty decisions, and most policy decisions, and they may submit academic grievances. All must be done in a timely manner, generally within four weeks of the action or decision in question.

Appendix B

RETENTION POLICY

RN-BSN students who do not maintain a cumulative GPA of 2.5 © are subject to academic probation. The Registrar's Office will evaluate transcripts to identify students on academic probation. If a student does not raise the cumulative GPA to 2.5 © by the completion of the next semester will be subject to disqualification for enrollment in the program.

Students experiencing academic and/or clinical difficulty will obtain a *Student Academic Success Contract* (attachment A) with their faculty to identify deficiencies and develop an individualized plan to meet course requirements for academic success.

Students below mid-term academic performance will receive a *Student Academic Mid-Term Success Alert* (attachment B) that directs students to investigate academic and student support services designed to help them succeed.

Appendix C

SUCCESS CONTRACT TEMPLATE

Learning Contract () Grievance () Incident Report () Unprofessional Behavior ()

Student: _____ Date: _____ Email: _____

Cell number: _____ Class/Cohort: _____ Faculty: _____

Advisor: _____ Clinical Issue () Theory () Other ()

Student deficiency/Behavior/Observation (summary of facts)

Has this behavior/incident occurred before? Yes () No () N/A ()

Faculty Assessment	Plan (Goals & Objectives):	TimeLine	Goals Met (Yes or No)

*Failure to meet the goals) may lead to failure of course.

Faculty signature: _____ Date: _____

Student signature: _____ Date: _____

Explanation of Goal not Met

PROGRESS EVALUATION

Date: _____

Decision: Progress to Next level () Further remediation () Drop from Course/Program

Faculty Signature: _____ Date: _____

Student Signature: _____ Date: _____

Appendix D

MID-TERM WARNING LETTER

Date: _____

Name: _____

Address: _____

City, state, zip code: _____

RE: Mid-term Warning

Dear _____,

A review of your grades for the course NURS ____ - _____; indicates that your _____ semester grade is ____% that falls below the required 78% (C) and places you on warning at mid-term. A mid-term warning is issued to any BSN student obtaining a grade average below 78% (C) in any given semester. This applies even if the overall cumulative GPA is above that required by the program by the end of that semester. According to policy, if a student fails to receive the required GPA by the end of the next semester of enrollment, the student will be placed on academic warning until the required minimum percentage is achieved. Please make an appointment with your academic advisor to review and discuss your scholastic standing in the BSN Program.

Sincerely,

cc: Registrar
Academic Advisor
Student file
Faculty

Appendix E

Acknowledgement Form

I, _____ received a copy of the RN-BSN Program Student Handbook. The student handbook is designed for use by the student throughout the program and in conjunction with the University of La Verne General Catalog. All students are expected to be aware of the University regulations and to abide by them. These policies and procedures are outlined in the General Catalog and are on the university website at <https://laverne.edu>

I have read the contents of the RN-BSN Student Handbook and had the opportunity to ask questions to clearly understand the information.

I understand it is solely my responsibility to notify the School of Nursing in writing of any questions, or concerns about my academic progress or any changes in program status.

I hereby agree to the University of La Verne and the School of Nursing policies and procedures as outlined in the RN- BSN student handbook during *active* enrollment in the program.

Student's Name [Print]

Student Signature

Date

Please submit the Acknowledgement Form to your instructor in the course designated area.