CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

Department of Nursing

UNDERGRADUATE NURSING STUDENT POLICY HANDBOOK

2025-2028

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Section I. Overview of the Department and Program

A. Introduction

California State University Bakersfield (CSUB) opened in September 1970 as the 19th member of the 23-campus CSU system. Its vision is to become the leading campus in the CSU system in terms of faculty and academic excellence and diversity, quality of the student experience and community engagement.

CSUB is located at the southern end of the San Joaquin Valley approximately 110 miles north of Los Angeles. As the only four-year institution within a 100-mile radius, CSUB is located in the city of Bakersfield, a commercial, medical, and educational center for the area. The university serves a regional population of over 900,000 including the city and unincorporated areas. The campus, located on a 375-acre site that was donated from the private sector, sits on the growing western edge of metropolitan Bakersfield. CSUB currently offers more than 50 different Bachelor's and Master's degree programs and two Doctoral degree programs, one in Educational Leadership another in Nursing Practice.

The university is fully accredited by the Western Association of Schools and Colleges, Senior College and University Commission (WSCUC, formerly known as WASC), with six programs also accredited by national organizations. Accreditation by WSCUC was reaffirmed in 2020 and the university's next comprehensive review will be held in 2027.

CSUB is a comprehensive regional University and is committed to excellence in its four colleges: Arts and Humanities, Business and Public Administration, Natural Sciences, Mathematics and Engineering (NSME), and Social Sciences and Education. The Department of Nursing (DON) is one of eight departments in the School of NSME.

B. Overview of the Department of Nursing

Undergraduate Program

Undergraduate Program: The DON has offered the BSN degree since the University first opened its doors in 1970. Over the past 45 years, more than 2,400 students have completed a BSN at CSUB. CSUB remains the only public university in the region where students can earn a BSN.

Non-licensed students can obtain a BSN and eligibility for permission to take the National Council Licensure Examination (NCLEX-RN) through the Traditional BSN Program, a rigorous 3-year experience. Registered nurses can earn a bachelor's degree through the RN-BSN Program, which features a predominantly online curriculum. As a result of heavy demand, the Traditional BSN Program and the RN-BSN Program have both been granted Impacted Status designation from the CSU Chancellor's Office. In the CSU system, a program is granted Impacted Status when the number of applications received exceeds program capacity. At CSUB, admissions standards and ranking criteria for the Traditional BSN and RN-BSN programs are established by the Undergraduate Program Committee (UPC), and cohorts are comprised of the top-ranking candidates. Graduates of the Traditional BSN and RN-BSN Programs have provided an excellent pool of candidates for admission to the Master of Science in Nursing (MSN) program at CSUB.

The majority of the RN-BSN Program is delivered in an online format. The RN-BSN program had been offered on-campus for many years, but in 2009 the DON began utilizing the Blackboard Learning Management System (LMS) to provide improved access to higher education for nurses in the region. All

of the nursing didactic courses are offered online and do not require on-campus attendance. The program's one clinical course, Community Health Practicum, requires 100 hours of clinical experience.

The BSN Program earned continuing approval from the California state Board of Registered Nursing (BRN) in Fall 2011. The BSN program's accreditation by the Commission on Collegiate Nursing Education (CCNE) was successfully renewed in Spring 2012. A Continuous Improvement Progress Report (CIPR) is due in December 2017, and the next on-site evaluation is planned for Spring of 2022.

Graduate Program: The DON opened the MSN program in 1987 with a graduate degree in Nursing Administration and secured National League for Nursing (NLN) accreditation in 1991. After the implementation of the Family Nurse Practitioner (FNP) Track in 1996, the BSN and MSN programs transitioned successfully to CCNE accreditation in 1998. Additional MSN Tracks were also introduced and discontinued over the years, based on student demand and available resources. Between 1990 and 2010, the MSN program graduated 114 FNPs and 87 Clinical Nurse Leaders, Clinical Nurse Specialists, Nurse Educators, and School Nurses. Most MSN graduates have remained in Kern County and are leaders within the local healthcare community.

Between 2010 and 2014, leaders within our community and on campus monitored the trends within the healthcare system, our community's needs, and the professional goals of our current and prospective students. A feasibility study was conducted, which indicated a tremendous need for more FNPs; a healthy MSN/FNP program is a critical resource for the Central Valley of California. The MSN Program with an FNP Track reopened in Fall 2014 with full approval by the California BRN and is accredited by the CCNE.

In 2024, CSUB approved the Doctor of Nursing Practice (DNP) degree programs. This meets the emerging national nurse practitioner (NP) education requirement. In May 2018, the National Organization of Nurse Practitioner Faculties (NONPF), the national leader in NP education, made the commitment to require a DNP degree for all entry level NPs by 2025. NONPF further asserted that DNP curriculum should be seamless, without a master's degree exit point as preparation for entry into the NP role. With this initiative, NP education will transition from master's level education to DNP level education nationally by 2025.

Nursing Faculty

The Department's nursing faculty are highly qualified nurse scholars and educators prepared in research and practice of their respective nursing disciplines. Faculty members meet the California Board of Registered Nursing expectations for clinical competence, the University and the Commission on Collegiate Nursing Education's expectations for scholarship, teaching, practice and leadership.

Resources

The Department maintains three technical areas for nursing students in the Romberg Nursing Education Center (RNEC) on the CSUB campus: a nursing skills laboratory, a computer laboratory, and a simulation center with an attached smart classroom to support multiple forms of technology-assisted classroom instruction. The nursing arts laboratory has 13 patient care learning stations, and the computer lab contain videotapes, PCs and Macintosh computers, instructional software, and multimedia software.

Community Partners

Students practice their nursing skills at many locations in Bakersfield and in the surrounding Kern Country area. These facilities include hospitals, physicians' offices, health clinics, schools, public health agencies,

homeless shelters, hospices, and specialty care centers.

CSUB Non-Discrimination and Non-harassment Policy
The Department of Nursing follows the CSUB policy on non-discrimination and non-harassment and does not discriminate on the basis of race, religion, sex, age, handicap, color, marital status, sexual or national origin. https://www.csub.edu/bas/hr/HR_Policies_Procedures/index.html

C. California State University, Bakersfield Mission Statement

California State University, Bakersfield is a comprehensive public university committed to offering excellent undergraduate and graduate programs that advance the intellectual and personal development of its students. An emphasis on student learning is enhanced by a commitment to scholarship, diversity, service, global awareness and life-long learning. The University collaborates with partners in the community to increase the region's overall educational attainment, enhance its quality of life, and support its economic development

D. Department of Nursing Mission, Vision, and Values

Department of Nursing Mission Statement:

The CSUB Department of Nursing provides high-quality nursing education to undergraduate and graduate students pursuing careers in professional nursing and advance practice nursing roles. The faculty provides a collaborative, inclusive, and interactive learning environment committed to excellence in teaching, scholarship, service and practice. Faculty are dedicated to empowering students with essential life-long learning skills, emphasizing evidence-based practices, quality and safe patient care across the lifespan for a diverse and global society. The Department of Nursing accomplishes the mission through collaboration with the communities of interest.

Department of Nursing Vision Statement:

The CSUB Department of Nursing pursues innovative ways to advance nursing practice and address the growing complexities associated with creating a healthier population in California's Central Valley, as well as other communities that our students may serve after graduation.

Department of Nursing Values Statement:

The CSUB Department of Nursing's values align with those of the university to include academic excellence and student success. In addition, the department embraces the following professional values to advance the discipline of nursing:

- Cultivating a caring and healing client-nurse relationship.
- Promoting holistic care for the client and their family.
- Recognizing the impact of social, political and economic factors on health.
- Respecting individual dignity and patient autonomy.
- Implementing evidence-based practices to ensure high-quality care.

University and Department Mission Congruence

UNIVERSITY MISSION	DON MISSION
California State University, Bakersfield is a comprehensive public university offering excellent **undergraduate and graduate programs** that advance the intellectual and personal development of its students. We emphasize student learning through our commitment to **scholarship,** ethical behavior, **diversity**, **service**, **global awareness** and **lifelong learning**. The university **collaborates with partners in the community** to increase the region's overall educational attainment, enhance its quality of life and support its economic development.	The CSUB Department of Nursing provides high-quality nursing education to **undergraduate and graduate students** pursuing careers in professional nursing and advance practice nursing roles. The faculty provides a collaborative, inclusive, and interactive learning environment committed to excellence in teaching, **scholarship, service** and practice. Faculty are dedicated to empowering students with essential **life-long learning** skills, emphasizing evidence-based practices, quality and safe patient care across the lifespan for a **diverse and global society**. The Department of Nursing accomplishes the mission through **collaboration with the communities of interest**.
UNIVERSITY VISION	**DON VISION**
California State University, Bakersfield will be a model for supporting and educating students to become knowledgeable, engaged, innovative and ethical leaders in **the regional and global community.**	The CSUB Department of Nursing pursues innovative ways to advance nursing practice and address the growing complexities associated with creating a healthier population in **California's Central Valley**, as well as **other communities** that our students may serve after graduation.
UNIVERSITY VALUES	**DON VALUES**
CSUB places **student success and academic excellence** at the center of all we do. We are guided by a set of core values that shapes our work with students, with each other and with the region we serve. These core values include the following commitments: • Developing the **intellectual and personal potential** of every student • Supporting the intellectual and professional development of all faculty and staff • Nurturing a collegial campus environment that values innovation, learning and the pluralism of persons and ideas	The CSUB Department of Nursing's values align with those of the university to include **academic excellence and student success**. In addition, the department embraces the following professional values to advance the discipline of nursing: • Cultivating a **caring** and healing client-nurse relationship. • **Promoting holistic care for the client and their family.** • Recognizing the impact of social, political and economic factors on health. • **Respecting individual dignity** and patient autonomy. • Implementing evidence-based practices to ensure high-quality care. • Foster lifelong professional growth in teaching and mentorship among students, faculty, and staff.

• **Collaborating with one another with respect, trustworthiness, ethical behavior and self-reflection** • Promoting active and informed engagement in shared governance of students, faculty and staff • Engaging with alumni and the community to achieve the vision, mission and goals of the university • **Contributing to the growth and well-being of the region**	

Approved NO 9/4/25

E. Goals of the Department of Nursing

The DON goals reflect professional nursing standards. These standards are provided in the following documents, which serve as a foundation for the curricula and policies of the DON:

1) *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (CCNE, 2024)
2) *The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)*
3) *National Task Force Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2022)
4) *Nurse Practitioner Core Competencies Content* (NONPF, 2022)
5) *Population-Focused Nurse Practitioner Competencies* (NONPF, 2013)
6) *Common Advanced Practice Registered Nurse Doctoral Level Competencies (2017)*
7) *Code of Ethics for Nurses with Interpretive Statements* (ANA, 2024)
8) *Nursing's Social Policy Statement: The Essence of the Profession* (ANA, 2015)
9) *Nursing: Scope and Standards of Practice, 4th edition* (ANA, 2021)
10) *California Code of Regulations (CCR)* pertaining to nursing education (California BRN, regularly updated)

Based on the statements in philosophy, the overall goal of the Department of Nursing is the continuing development and preparation for graduation of individuals who will provide professional nursing through clinical practice, leadership, research and education. To achieve this overall goal, it is imperative that the following specific goals, objectives, and key strategies to be achieved by the Department of Nursing over the next 5 years:

F. Strengths, Weaknesses, Opportunities, and Threats (SWOT)

A SWOT analysis conducted by the Department of Nursing identifies the following internal and external attributes which exert influence over the organization's ability to meet its objectives. Areas of improvement and threats include both actual and potential influences.

Strengths	**Weaknesses**
・CCNE accredited/BRN approved BSN program and MSN/FNP program ・Experienced, high quality faculty and staff ・Academic preparedness of students; Impacted Status designation ・Rigorous MSN and BSN curricula ・Excellent student outcomes (high NCLEX and FNP certification pass rates, low attrition) ・Advanced technology-mediated instruction, including courses (hybrid and fully online) and Simulation Center ・Certified faculty to teach online courses ・High-quality student activities, including CPHC and CNSA ・Positive faculty-student relationships	・Pending faculty retirements ・Large number of part time faculty increase workload for full time faculty (orientation, etc.) ・Limited resources for faculty research, faculty development, and travel. ・Insufficient technological support ・Need for more full-time doctorally-prepared faculty ・Limited funds to maintain and update Simulation Center equipment ・Low tenure/tenure-track density of faculty ・Need for leadership succession planning and mentoring
Opportunities	**Threats**
・Improve health of community through CSUB Nursing initiatives ・Increase MSN and RN-BSN Program enrollment in response to community need and IOM recommendations ・Increase community support for CSUB Nursing ・Obtain external funding through grants/donations ・Strengthen alliance between members of the Nursing Advisory Committee ・Increase number of MSN and BSN students engaging in research and scholarly writing with faculty mentors ・Increase faculty and student diversity ・Increase tenure/tenure-track density	・Insufficient funding to provide for competitive faculty salaries ・Insufficient financial support from the state ・Private programs threaten clinical placements and faculty recruitment ・National nursing faculty shortage ・Limitations in clinical site type and quantity, especially for nursing specialties

G. Philosophy of Nursing

The outstanding faculty of the CSUB Department of Nursing has designed the departmental philosophy and curriculum around the Nursing metaparadigm concepts of client, environment, health and the nurse. Competency-based practice experiences and care delivery occur across the lifespan and settings within four spheres of care (as defined by AACN, 2021): 1) disease prevention/promotion of health and wellbeing, 2) chronic disease care, 3) regenerative or restorative care, and 4) hospice/palliative/supportive care.

Nursing is a scientific discipline and as a discipline makes a distinctive contribution to the maintenance and promotion of health. This contribution is achieved through facilitating maximum functional health status by collaborating with individuals, families, populations and communities. Activities to accomplish nursing goals are viewed as congruent with society's expectations and needs.
Professional nursing draws upon the related disciplines of natural and social sciences, humanities and nursing science for its theory as a foundation for practice. Personal responsibility for an individual's health is assumed by virtue of the individual's health promoting behaviors.

Nurse
We recognize the professional nurse works autonomously and collaboratively with others to promote the health of individuals, families, and communities. Nurses are individually accountable to the public they serve. As a patient advocate and change-agent, the nurse works with others to facilitate growth and needed changes in the healthcare delivery system by evaluating and utilizing research findings. The professional nurse not only interacts with patients/clients during the provision of care but also supervises and coordinates the care given by others. Advanced communication, education, leadership, research and clinical skills are used to carry out these nursing functions.

The professional nurse is committed to and accountable for safe, quality-driven professional practice, guided by: The California Nursing Practice Act; The ANA Scope, Standards of Practice, and Standards of Professional Performance; The ANA Code of Ethics for Nurses; and consistent utilization of the nursing process.

Nursing's primary commitment is to the patients, families and communities we serve. We listen to patients and their loved ones valuing their needs, beliefs and personal choices. We co-create trusting, meaningful relationships that promote teaching and learning. We respect and preserve patient dignity, privacy and confidentiality. Person-centered care relies on mutuality, active participation, individual empowerment and intentional presence by the nurse. Nursing clinical judgment is informed by evidence-based practices that support diversity, equity and inclusion to improve wellness, healing and outcomes for the individual and populations.

Professional nurses provide nursing services to individuals of all ages and to families in a wide variety of healthcare settings where they function with various degrees of independence and complexity. Increasingly, evolving nursing roles in the healthcare delivery system will require even greater independent decision-making, authority, accountability, and autonomy of practice that demonstrates the highest integrity, compassion and competence. Scientific and technological advances necessitate commitment to life-long learning and may include higher education. While ensuring the welfare of the public, the nurse also has the added responsibility to enhance the welfare of the profession of nursing. This is accomplished by being actively involved with political and social forces impacting upon the profession.

H. Philosophy of the Teaching Learning Process and Professional Education

Learning is an active, experiential process that is lifelong, dynamic, continuous, and growth-producing. This faculty views teaching as a deliberate endeavor to guide a learning situation in order to bring about a desired learning outcome. Our goal as professional nursing educators is to provide experiences for students to become mature, skilled, responsible practitioners of nursing who arrive at independent, complex judgments. These judgments are based on complete and accurate data coupled with theory and knowledge, not only from nursing, but also from the liberal arts and sciences. Because of the complexity of the evolving body of knowledge we believe that professional nursing education is a career-long process.

Development of the student in the acquisition of nursing knowledge takes place through the student's interaction with the environment. The nature of the learning environment is therefore a significant factor in learning. The Department of Nursing structures the learning environment that proceeds from simple to complex experiences. Teaching/learning practice provides the student with opportunities to care for individuals, families and communities. The student comes to the learning situation with a specific cultural and ethnic background. Each student's learning style, strengths, and goals have evolved out of past interactions between innate characteristics and the environment. With the assistance of the faculty, it is the student's responsibility to identify personal strengths and weaknesses and to achieve self-understanding, which enhances personal and professional growth. The nursing program integrates the values of diversity, inclusion and equity into the student representation and the competencies and learning experiences to provide optimal opportunity that better serves underrepresented and medically underserved populations.

We view faculty members as educators and facilitators of learning with the goal of stimulating student interest and encouraging students to assume responsibility for their own learning. We recognize that the faculty member's expertise, perceptions, beliefs and expectations influence the learning process. The faculty member exposes students to attitudes, experiences, skills, and knowledge, encouraging students to discover meaningful relationships relevant to nursing practice. The faculty member serves as a role model to the student by demonstrating a variety of nursing skills, not the least of which is sensitivity in human relationships. The elements of openness, trust and caring in the student-faculty relationship are critical to the establishment of an environment conducive to learning.

Creativity and flexibility in teaching allow for responsiveness to changing environmental and societal needs. Thus, we recognize various instructional methods in promoting learning. Individual needs of the student, based on their cultural and ethnic backgrounds, available experiences, content to be learned, and environmental conditions all influence the Department of Nursing choice of instructional methodology. We believe that the most effective methods are those which actively involve the student with the material to be learned. In addition, the faculty utilizes academic and personal counseling as well as the campus educational support system which provides assessment and tutorial help.

A planned nursing curriculum, subject to ongoing evaluation by faculty, students, and the community of interest, is essential to guide students in becoming professional nurses. The curriculum is designed to foster behaviors consistent with professional standards and guidelines. The intent of the curriculum is to stimulate intellectual curiosity, analytical ability, critical thinking, ethical reasoning, and individual creativity in all settings. The effectiveness of the program is measured ultimately by the extent to which students: (1) demonstrate achievement of the program's terminal objectives; (2) are valued by patients/clients and employers; (3) derive satisfaction from their nursing activities; and (4) make significant contributions to the improvement of healthcare and the profession of nursing.

I. Development of Concepts in the Curriculum

Degree Roadmap

	ENVIRONMENT			
	CLIENT	HEALTH	NURSE	
Levels	Clients of Nursing	Systems Stability	Nursing Roles	Nursing Process
2: Systems Theory (N2110, 2111, 2120, 2121, 2130, 2131)	Person Family Community Population	Development of Systems & Subsystems Problems of Systems & Subsystems Modes of Intervention	Introduction to Roles of Professional Nursing (Clinician, Leader, Researcher, Educator) Historical, Legal, & Ethical Aspects of Nursing Beginning Clinician Skills Nursing Care for Adult Clients	Communication Assessment of Multiple Systems (Physiological, Psychological, Sociocultural) Functional Health Patterns Nursing Diagnosis Plan: Setting Goals & Objectives Intervention Evaluation
2: Adult Theory (N2110, 2111, 2120, 2121, 2130, 2131)	Life Span: Adult Aging, Contracting Family	Health Problems: Effects on Physiological, Psychological, Sociocultural Systems of Adults	Expansion of Clinician Role Nursing Care for Adult Clients Beginning Leadership Skills Beginning Educator Skills	Assessment, Nursing Diagnosis, Planning, Intervention, & Evaluation of Health Problems of Adult Clients
3: Family Theory, Group Theory (N3110, 3111, 3120, 3121, 3130, 3131, 3150)	Life Span: Expanding Family: Pre-Conception through Adolescence Psychiatric/Mental Health Clients	Systems Development Developmental & Health Problems & Their Effects on Physiological, Psychological, Sociocultural Systems of Maternal/Child & Psychiatric Clients	Continuing Development of Level II Roles: Clinician Roles with Maternal/Child & Psychiatric Clients Beginning researcher Skills	Continuing Use of the Nursing Process for Expanding Families from Pre-Conception through Adolescence & for Clients with Psychiatric/Mental Health Problems

3: Aging Theory (N3140 , 3141)	Life Span: Adult Aging, Contracting Family	Health Problems: Effects on Physiological, Psychological, Sociocultural Systems of Adults	Expansion of Clinician Role Nursing Care for Adult Clients	Assessment, Nursing Diagnosis, Planning, Intervention, & Evaluation of Health Problems of Adult Clients
4: Aggregate & Community Theory (N4128, 4129, 4908, 4901)	Client/Family in Communities Group-Aggregates & Community as Clients Diversity	Systems & Subsystems Stability & Instability in Families, Groups, Aggregates, & Communities Systems for Health Care Delivery	Independent Decision Maker Management Skills & Application Nursing Care for Groups, Aggregates, & Families Application of Researcher Roles	Application of Nursing Process to Families, Group-Aggregates, & Communities
4: Advanced Adult Theory (N4110 , 4111)	Person/Family	Systems & Subsystems Instability in Clients/Families	Independent Decision Maker Advanced Beginner Clinician Role Legal & Ethical Aspects of Nursing Nursing Care for Persons/Families Application of Researcher Roles	Application of Nursing Process to Persons/Families with Health Problems

Updated 2/06; 2/21; Approved by Faculty Organization May 13, 2010; 6/11; 6/16; Reviewed 9/20

J. CSUB Conceptual Model

CSUB Department of Nursing Conceptual Model

The Department of Nursing faculty has developed the CSUB Department of Nursing Conceptual Model to reflect the Department's philosophy and to provide a framework within which the objectives, major concepts, and primary curriculum elements are articulated. This model is grounded in Jean Watson's Theory of Human Caring, incorporates the American Association of Colleges of Nursing (AACN) Essentials (2021), and views the client (individual, family, community, population) as a holistic being influenced by and interacting with their environment.

The CSUB Conceptual Model represents the nurse (in the roles of clinician, educator, leader, and researcher) as providing care through the lens of caring science, utilizing the nursing process, clinical judgment, and the AACN Essentials to guide practice. The nurse and client interact within a dynamic environment that shapes health and healing outcomes.

Concepts in the Curriculum

The CSUB Department of Nursing curriculum is organized around the AACN Essentials (2021), which identify ten interrelated domains serving as the foundation for baccalaureate nursing education. Each domain is operationalized through the nursing process and enriched by Watson's 10 Caritas Processes, ensuring that humanistic caring remains central to all nurse–client interactions.

The 10 AACN Essentials Domains are:

1. **Knowledge for Nursing Practice** – Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as other disciplinary knowledge, to practice.
2. **Person-Centered Care** – Partnership with persons, families, communities, and populations to plan, implement, and evaluate care that is safe, compassionate, appropriate, and effective.
3. **Population Health** – Assessment and intervention at the population level, including health promotion, disease prevention, and health equity.
4. **Scholarship for the Nursing Discipline** – Inquiry that advances nursing practice, generates new knowledge, and translates evidence into practice.
5. **Quality and Safety** – Minimization of risk of harm to patients and providers through both system effectiveness and individual performance.
6. **Interprofessional Partnerships** – Engagement in teamwork and collaboration across disciplines to optimize health outcomes.
7. **Systems-Based Practice** – Awareness and responsiveness to the larger context of the healthcare system, including organizational structure, policy, and resources.

8. **Informatics and Healthcare Technologies** – Use of information and communication technology to support decision-making, patient care, education, and quality improvement.
9. **Professionalism** – Accountability for the integrity of nursing practice, legal and ethical standards, and advocacy for patients and the profession.
10. **Personal, Professional, and Leadership Development** – Ongoing self-reflection, self-care, and growth in leadership capacity to influence healthcare outcomes.

Integration with Caritas Processes

Within each AACN domain, Watson's (1979) Ten Caritas Processes serve as the caring–healing lens for nursing practice. These processes emphasize authentic presence, trust, dignity, compassion, and holistic healing, guiding nurses to address not only physical health but also emotional, spiritual, and relational needs (Watson Caring Science Institute, 2025; Perkins, 2021). The Ten Caritas Processes are:

1. Practice loving-kindness and equanimity.
2. Be authentically present and enable faith/hope.
3. Cultivate sensitivity to self and others.
4. Develop helping–trusting, caring relationships.
5. Promote and accept the expression of positive and negative feelings.
6. Engage in creative problem-solving and caring processes.
7. Share teaching–learning that addresses individual needs and comprehension styles.
8. Create healing environments at all levels.
9. Assist with basic needs while preserving dignity.
10. Open to spiritual–existential dimensions of life and death (Watson Caring Science Institute, 2025).

Through this integration, the curriculum ensures that graduates are not only proficient in evidence-based clinical skills but also deeply grounded in the art and science of human caring (Horton-Deutsch, 2025; Perkins, 2021).

Important Definitions:

The following definitions establish shared terminology for the Department of Nursing (DON) and are used consistently across the curriculum. These terms reflect the holistic, humanistic approach to nursing practice grounded in Watson's (1979) Theory of Human Caring and the AACN Essentials (2021).

Client

The client of nursing is an individual, family, community, or population in need of nursing services. The client is viewed as a whole, integrated being, comprised of physiological, psychological, sociocultural, and spiritual dimensions, functioning within and influenced by an ever-changing environment.

Individual Across the Lifespan
An open, humanistic being with interconnected physiological, psychological, sociocultural, and spiritual systems. The individual exists within and interacts with family, community, and population structures.

Family
Two or more persons engaged in ongoing relationships, often sharing a household, emotional bonds, and mutual obligations. Extended family may reside separately but maintain emotional and social connections.

Community
A group of individuals who share common concerns, goals, or interests and work collectively toward shared well-being.

Population
A group or groups with shared characteristics such as geographic location, life circumstances, or health conditions.

The Nurse
The nurse is a student/professional who provides services to clients through the integration of the roles of clinician, researcher, educator, and leader. Nursing practice is guided by Watson's (1979)Theory of Human Caring, which emphasizes authentic presence, transpersonal caring relationships, and the intentional promotion of healing environments. The nurse incorporates the AACN Essentials (2021), engages in lifelong learning, and applies the nursing process and clinical judgment to promote health and well-being. The American Nurse Association (ANA, 2021) defines nursing as:

> Nursing integrates the art and science of caring and focuses on the protection, promotion, and optimization of health and human functioning; prevention of illness and injury; facilitation of healing; and alleviation of suffering through compassionate presence. Nursing is the diagnosis and treatment of human responses and advocacy in the care of individuals, families, groups, communities, and populations in recognition of the connection of all humanity. (p. 1.)

Nursing Roles
In each role, the nurse applies the nursing process, caring science principles, communication skills, clinical judgment, and client advocacy. Historical, legal, and ethical aspects of care are integral to each role.

- **Clinician** – Provides direct care that is evidence-based, compassionate, and individualized.
- **Researcher** – Uses systematic inquiry to generate and apply knowledge that advances nursing practice.

- **Educator** – Facilitates learning by integrating teaching theories with caring practices to enhance client understanding and engagement.
- **Leader** – Uses influence and decision-making skills to guide individuals, teams, or organizations toward shared goals in health care.

AACN Essentials (2021)

The AACN Essentials outline the competencies required for professional nursing practice at both the baccalaureate and graduate level. Within the ten Domains are competencies and sub competencies that guide the nurse in their professional development/practice. These Essentials serve as the foundation for curriculum development, guiding the integration of caring science with evidence-based competencies.

Clinical Judgment

Clinical judgment is the cognitive, affective, and psychomotor process by which nurses observe, interpret, respond to, and reflect on patient situations to make safe, effective, and patient-centered decisions. It involves recognizing and prioritizing relevant cues, analyzing information in context, and taking action that promotes optimal outcomes.

- In the Watson Caring Science framework, clinical judgment extends beyond problem-solving to include deep, intentional engagement with the patient's lived experience, values, and needs.
- In alignment with the AACN Essentials (2021), clinical judgment is integrated throughout the curriculum and developed through experiential learning, simulation, reflective practice, and application of evidence-based interventions.
- This competency reflects the ability to combine scientific knowledge with humanistic caring in complex, rapidly changing health care environments.

Nursing Process

A systematic, relationship-based approach to care that supports clinical reasoning and client-centered decision-making. The phases include:

1. Assessment
2. Nursing Diagnosis
3. Planning
4. Implementation
5. Evaluation

In caring science, the nursing process is not merely task-oriented but serves as a holistic engagement between nurse and client.

Environment

The environment consists of all internal and external factors (human, social, political, economic,

geographic, and physical) that influence health and healing. In Watson's theory, the environment is also a caring-healing space, shaped intentionally by the nurse to promote dignity, comfort, and well-being.

Health Outcomes

Health outcomes result from the interaction between nurse, client, and environment, grounded in a transpersonal caring relationship. Through the application of Watson's Theory of Human Caring, the nursing process, clinical judgment, and the AACN Essentials, the nurse facilitates optimal health, healing, and quality of life.

Concepts within the CSUB Curriculum

The DON has adopted the concepts embedded in the AACN Essentials (2021) as an integral component of the CSUB nursing curriculum. Although these concepts are not part of the CSUB Conceptual Model, these concepts are integrated into the nursing curriculum and are addressed in a variety of courses across the curriculum. The eight concepts are:

Clinical Judgment:

As one of the key attributes of professional nursing, clinical judgment refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning (Manetti, 2019). This process is used to understand and interpret information in the delivery of care. Clinical decision making based on clinical judgment is directly related to care outcomes.

Communication

Communication, informed by nursing and other theories, is a central component in all areas of nursing practice. Communication is defined as an exchange of information, thoughts, and feelings through a variety of mechanisms. The definition encompasses the various ways people interact with each other, including verbal, written, behavioral, body language, touch, and emotion. Communication also includes intentionality, mutuality, partnerships, trust, and presence. Effective communication between nurses and individuals and between nurses and other health professionals is necessary for the delivery of high quality, individualized nursing care. With increasing frequency, communication is delivered through technological modalities. Communication also is a core component of team-based, interprofessional care and closely interrelated with the concept Social Determinants of Health (described below).

Social Determinants of Health

Determinants of health, a broader term, include personal, social, economic, and environmental factors that impact health. Social determinants of health, a primary component of determinants of health "are the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life outcomes and risks" (p.1). The social determinants of health contribute to wide health disparities and inequities in

areas such as economic stability, education quality and access, healthcare quality and access, neighborhood and built environment, and social and community context (Healthy People 2030). Nursing practices such as assessment, health promotion, access to care, and patient teaching support improvements in health outcomes. The social determinants of health are closely interrelated with the concepts of diversity, equity, and inclusion, health policy, and communication

Compassionate Care

As an essential principle of person-centered care, compassionate care refers to the way nurses relate to others as human beings and involves "noticing another person's vulnerability, experiencing an emotional reaction to this, and acting in some way with them in a way that is meaningful for people" (Dewar et al., 2011, p. 32). Compassionate care is interrelated with other concepts such as caring, empathy, and respect and is also closely associated with patient satisfaction.

Diversity, Equity, and Inclusion

Diversity, equity, and inclusion (DEI) encompasses a range of individual, population, and social constructs and is identified in the Essentials as a highly visible concept (AACN, 2021). Differentiating each element enhances understanding. Diversity includes characteristics such as age, sex, race, ethnicity, sexual orientation, gender identity, family structure, geographic location, national origin, immigration status, language, disability, religion, and socioeconomic status. Inclusion refers to intentional organizational cultures where individuals with diverse characteristics thrive, and differences are embraced (AACN, 2021). Equity involves recognizing and addressing differences in resources or knowledge needed for full participation in society, ensuring fairness by removing barriers, stereotypes, and prejudices (Kranich, 2001; Cooper, 2016). Related concepts include structural racism and social justice.

Ethics

Core to professional nursing practice, ethics refers to principles that guide a person's behavior. Ethics is closely tied to moral philosophy involving the study of or examination of morality through a variety of different approaches (Tubbs, 2009). The American Nurses Association Code of Ethics seeks to establish ethical standards for the profession and to provide guidance for nurses and students in their practice and decision-making (ANA, 2025).

Evidence-Based Practice

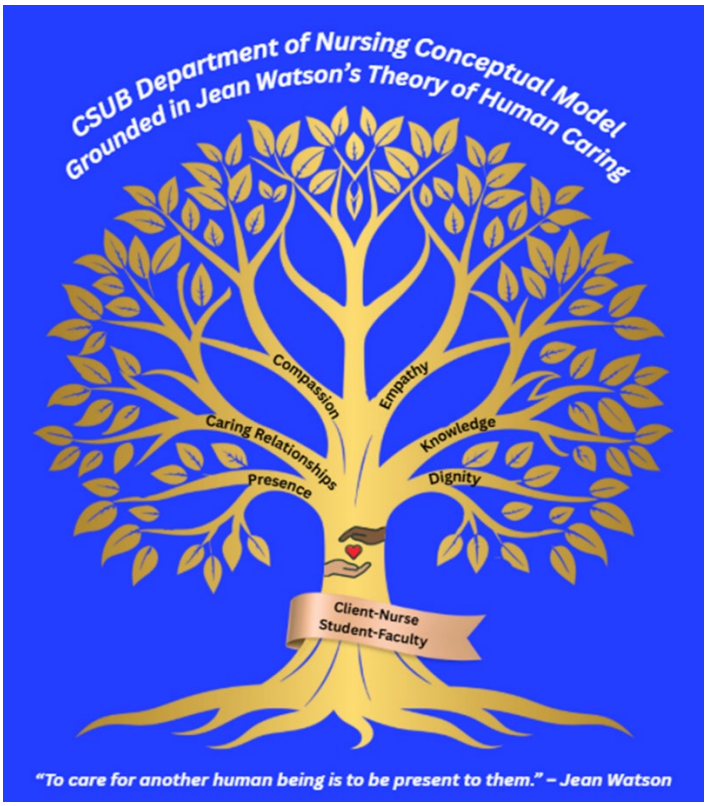
The delivery of optimal health care requires the integration of current evidence and clinical expertise with individual and family preferences. Evidence-based practice is a problem-solving approach to the delivery of health care that integrates best evidence from studies and patient care data with clinician expertise and patient preferences and values (Melnyk et al., 2010). In addition, there is a need to consider those scientific studies that ask: whose perspectives are solicited, who creates the evidence, how is that evidence created, what questions remain unanswered, and what

harm may be created? Answers to these questions are paramount to incorporating meaningful, culturally safe, evidence-based practice (Nursing Mutual Aid, 2020).

Health Policy

Health policy involves goal directed decision-making about health that is the result of an authorized public decision-making process (Keller & Ridenour, 2021). Nurses play critical roles in advocating for policy that impacts patients and the profession, especially when speaking with a united voice on issues that affect nursing practice and health outcomes. Nurses can have a profound influence on health policy by becoming engaged in the policy process on many levels, which includes interpreting, evaluating, and leading policy change (AACN. 2021)

CSUB Conceptual Model



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K. Alignment of Strands with BRN Requirements and AACN Essentials

Content required by the Board of Registered Nursing (BRN) and in alignment with the Essentials for Baccalaureate Nursing Education (AACN, 2008) is included in the Strands. The DON at CSUB is currently revising the curriculum to be in alignment with the new Essentials (AACN, 2021)

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M. Alignment of Baccalaureate Program and Level Objectives

Goal A: BSN graduates will be prepared to function in the four professional nurse roles of clinician, researcher, leader, and educator.

Goal B: BSN graduates will be prepared for graduate study and value lifelong learning to support excellence in nursing practice.

Goal C: Traditional BSN graduates will successfully complete the RN licensure examination (NCLEX).

Reviewed 2004-2005, UGPC

Approved by Faculty – May 18, 2006; June 2013
Reviewed 2/21, 01/16 UPC

N. Nursing Organization Bylaws

Article I – Department of Nursing (DON)

Section 1: The DON at California State University, Bakersfield, hereafter shall be referred to as the "Department." The name of the faculty/staff association shall be the "Nursing Organization." The purpose of the Nursing Organization (NO) is to assist the Department of Nursing (DON), faculty, staff, and students to achieve shared goals and objectives. (See Article II.)

Section 2: To meet the Mission, Philosophy, Goals/Objectives of the California State University, the NO promotes and supports activities to attain the specific student and faculty goals and objectives.

Article II – Goals and Objectives

Section 1: Faculty Goals/Objectives

Faculty goals and objectives are congruent with those of the University and specify expectations for teaching, scholarship, service, and practice. The intent of these goals and objectives is to:

1. Promote excellence in teaching.
2. Support for scholarship and research.
3. Support for scholarship in practice.
4. Provide service to the community of interest.
5. Evaluate faculty goals/objectives attainment.

1.1 Promote of Excellence in Teaching

- 1.1a Maintain currency in methodology and course content.
- 1.1b Participate in professional practice.
- 1.1c Participate in recruitment and retention of an excellent faculty with an effort to maintain a diverse faculty.
- 1.1d Collaborate with nurse educators and other nursing professionals within the community.

1.2 Support for Scholarship and Research

- 1.2a Conduct research studies that add to the body of knowledge.
- 1.2b Disseminate research findings.
- 1.2c Perform scholarly activities that may include such items as research, program evaluation, research grant writing, presentations at conferences, publications, as discussed in RTP criteria.

1.3 Support for Scholarship of Practice

- 1.3a Maintain current clinical practice and knowledge.
- 1.3b Promote evidence-based practice through research.
- 1.3c Collaborate with community of interest.

1.4 Provide Service to the Community of Interest.

1.3a Provide grant writing and service.
1.3b Act as a consultant in the community, state, and nation.
1.3c Collaborate with community agencies for promotion of health care.
1.3d Facilitate continuing education for nurses in the community.
1.3e Actively collaborate with academic faculty to promote the mission/goals of the University.

1.5 Evaluate Faculty Goals/Objectives Attainment

1.4a Determine attainment of stated faculty goals and objectives via the *Master Plan for Evaluation*.
1.4b Recognize the significant teaching, scholarship, service, and practice contributions of the faculty.

Section 2: Curriculum Goals/Objectives

Curriculum goals and objectives are congruent with those of the University and specify expectations of the undergraduate and graduate programs. The programs within the DON are approved by the DON, the College of Natural Science, Mathematics, and Engineering and the University. The intent of the DON is to maintain appropriate state approval and national accreditation. The following programs are currently offered:

2.1 Undergraduate Programs

Traditional BSN program and RN to BSN program

The following are goals of the Undergraduate program:

2.1a Provide pathways for pre-licensure students and registered nurses who are seeking a Bachelor of Science in Nursing (BSN).
2.1b Prepare graduates with the knowledge, skills, attitudes, and values essential to the practice of entry-level professional nursing.
2.1c Prepare graduates who have competency in evidence-based practice, population-focused care, and nursing leadership.
2.1d Build upon a foundation and integration of liberal education which not only prepares knowledgeable, analytical practitioners who will be able to function professionally, but also provides a core of content upon which graduate programs in nursing can be constructed.

Undergraduate Program Objectives: www.csub.edu/nursing

2.2 Graduate Programs

DNP-FNP Program and MSN-DNP Program

The following are the goals of the DNP programs:

2.2a Prepare graduates to assume positions as Advanced Practice Registered Nurses (APRNs) in a variety of settings.

2.2b Prepare graduates to assume leadership positions and advocacy roles that influence healthcare outcomes and contribute to the advancement of the nursing profession.

2.2c Develop and offer options, in response to community needs, that prepare APRNs to use theory and evidence-based practice to optimize the health status of the client and community.

DNP Program Objectives: www.csub.edu/nursing

2.3 Post Graduate Nurse Educator Certificate (PG-NEC) Program

The following are the goals of the PG NEC Program:

2.3a Prepare nurses with graduate degrees to provide outstanding, evidence-based nursing education.

2.3b Prepare graduates for the National League of Nursing (NLN) Certified Nurse Educator (CNE) examination.

PG-NEC Program Objective: www.csub.edu/nursing

2.4 Evaluation of Curriculum Goals and Objectives

The evaluation process is designed to identify the effectiveness and achievement of curricular and program objectives. The *Master Plan for Evaluation* details the systematic process and procedures for the evaluation of both faculty and curricular goals and objectives.

Article III – Functions

Section 1: The Nursing Organization of the Department shall:

A. Have jurisdiction over matters of curricular, educational, and faculty policy affecting the Department within the regulations of the College, University, and the CSU System, and accrediting entities.

B. Receive committee reports and act on the recommendations.

C. Make recommendations to the Chair concerning business affairs of the DON.

D. Maintain an on-going relationship with the community.

Article IV – Membership

Section 1: Membership in this organization shall be open to:

A. All full-time tenured, tenure-track, and full- or part-time temporary DON faculty and staff.

B. An elected student representative or alternate from each class in the Traditional BSN Program, RN-BSN Program, DNP-FNP Program, MSN-DNP Program and PG-NEC Program.

C. Staff members of the DON.

Section 2: **Associate membership shall be open to:**

A. Nurse Administrators of contract agencies within the Greater Bakersfield area.
B. Individual members of other departments in the University.
C. Individual members with CSUB Nursing Emeritus Faculty status.
D. Associate members do not have voting privileges.

Section 3: **Voting Privileges:**

A. All tenured, tenure-track, and full- or part-time temporary faculty in the DON shall have one vote each in the conduct of faculty business.
B. Student representatives may have one vote per class in the conduct of business at NO meetings. Specific voting privileges and attendance requirements for student representatives on committees are designated each year by faculty in the first fall meeting.
C. Staff members shall have one vote each in the conduct of business at NO meetings. Staff members will not have a vote in curricular matters.
D. The NO shall act by a simple majority vote of the members present at any meeting provided there is a quorum. (See Article V, Sec. 3.)
D. Electronic voting shall be used if an issue is determined to be urgent.
E. The Chair does not vote but will cast the final vote if needed to break a tie vote.

Article V – Meetings

Section 1: Meetings of the NO shall be held at least once a month during the academic year.

Section 2: Special meetings of the faculty may be called at any time by the Chair of the DON or the Chair's assigned designee and shall be called by the Chair at the request of the majority of full-time tenured, tenure-track, and full-time temporary faculty and staff.

Section 3: A quorum for conduct of business at any faculty meeting shall consist of one-half plus one of the full-time tenured, tenure-track, and full-time temporary faculty.

Section 4: Meetings shall be conducted according to the most recently revised edition of *Robert's Rules of Order.*

Section 5: The administrative staff member shall record the NO meeting minutes, distribute them prior to the next meeting, and submit them at the next meeting for approval**.**

Article VI –Nursing Organization (NO)

Section 1: The Executive Committee of the NO shall consist of:

1. The Chair
2. The Assistant Chair
3. The DNP Program Director
4. The FNP Program Director
5. The RN-BSN Program Director
6. The Undergraduate Program Director
7. The Program Evaluation Committee Chair
8. The Simulation Director(s)
9. The Student Success Coach(es)

Section 2: The Chair is recommended by faculty and appointed by the Dean for a three-year term, renewable once. The Assistant Chair will be appointed at the discretion of the Chair, must meet BRN criteria for appointment, and those specified in the job description. All Directors will be appointed by the Chair for a term of two years, except for the DNP Program Director.

Section 3: The Chair of the Department shall preside over all meetings of the NO.

Section 4: Assistant Chair shall be responsible for the Department activities in the absence of the Chair. In the absence of the Chair, the Assistant Chair shall conduct any necessary meetings.

Section 5: The process for appointment of Program Directors and Committee Chairs is as follows:

a. The NO discusses Program Director and Committee Chair assignments.
b. The NO makes a motion to recommend these assignments to the Department Chair for appointment.
c. The Department Chair accepts the recommendations and appoints the Program Directors/Committee Chairs.

Section 6: The Undergraduate Program Director shall meet the qualifications specified in the job description and be responsible for maintaining accreditation and professional organization standards of the Traditional BSN program. The Undergraduate Program Director shall preside over all meetings of the Undergraduate Program Committee.

Section 7: The RN-BSN Program Director shall meet the qualifications specified in the job description and be responsible for maintaining accreditation and professional organization standards of the RN-BSN Program.

Section 8: The DNP Program Director is recommended by faculty and appointed by the Dean for a three-year term, renewable once. The DNP Program Director shall meet the qualifications specified in the job description and be responsible for maintaining accreditation and professional organization standards of the Graduate Program. The DNP Program Director shall preside over all meetings of the DNP Program Committee.

Section 9: The FNP Director shall meet the qualifications specified in the job description and be responsible for maintaining accreditation and professional organization standards of the FNP Program**.**

Section 10: The Program Evaluation Chair, appointed by the Chair, shall meet the qualifications specified in the job description and be responsible for evaluation of the curriculum through implementation of the Master Plan for Evaluation.

Article VII – Committees

Section 1: General

A. All standing committees and the Chair of each committee are elected by the faculty.

B. Ad hoc committees are constituted by faculty election according to the needs of the DON. Membership is appointed by the Chair. On presentation of its final report to the NO, an ad hoc committee is dissolved.

C. Committee chairs do not vote unless a tiebreaker is needed, in which case they will cast the final vote

Section 2: The Joint Bakersfield College/CSUB Advisory Committee

A. This committee shall assist in the development of the DON and promote optimal health care through nursing education for the community.

B. Membership: The Advisory Committee shall consist of members with the following representation:

1. Chair and/or Assistant Chair, DON, CSUB
2. Director and/or Assistant Director, Nursing programs at BC
3. CSUB Undergraduate Program Director
4. CSUB RN-BSN Program Director
5. CSUB DNP Program Director
6. Student Services Professionals (CSUB and BC)
7. Simulation and Skills Lab Coordinators (CSUB and BC)
8. Private Nursing Programs
9. Private and public acute care hospitals
10. Rehabilitation hospitals
11. Appropriate Community of Interest representative

C. Functions of the Advisory Committee will include:

1. Assist the Chair and faculty by becoming informed about all of the nursing program options and by making opportunities to share this information in a manner that will best serve the purposes of the DON.
2. Serve as liaison between the DON and the community for the purpose of promoting understanding, cooperation, and mutual respect.
3. Provide various points of view on the role of nurses as members of the health team (which are relevant to nursing education).
4. Assist in the recruitment of students for all programs.
5. Assist in the recruitment and retention of nurse educators as members of the faculty.
6. Advise and assist faculty with scholarly activity.

7. Assist in gaining financial support from private sources for scholarships for students, travel assistance for faculty, funds for visiting lecturers, and discretionary funds for use by the Chair of the Department.

D. Meetings: The Advisory Committee will meet twice per year. A Chair and a Secretary of the Advisory Committee will be elected by the committee at the fall annual meeting. The Chair will preside at the meeting.

E. The Advisory Committee makes recommendations to the Chair of the DON who will provide a report to the NO.

Section 3: Standing Committees of the Nursing Organization (NO)

A. Undergraduate Program Committee (UPC)

1. Membership of the Undergraduate Program Committee shall consist of the Undergraduate Program Director, at least four faculty, at least one representative from each level, (preferred two representatives from each Level, the pre-licensure Student Success Coach, the Student Services Professional, elected student representation or alternates from each class (these students will be present for curricular matters only), and the Department Chair.
2. The functions of this committee include:
   a. Maintain a process for the systematic development, evaluation and modification of the undergraduate curricula based on the accepted mission, goals, and policies of the department and the University.
   b. Develop and modify policies related to curriculum and student performance.
   c. Review and revise the Undergraduate Student Handbook bi-annually.
   d. Review and revise the catalog copy annually.
   e. Solicit student input as indicated for policy development regarding admissions, progression, and/or graduation.
   f. Review student petitions for consideration for entry, re-entry, and progression.
   g. Review and update appropriate publications relating to admissions and progression on an annual basis.
   h. Monitor admission criteria for Impacted Status and amend as needed.
   i. Review library holdings in the fall.
   j. Inform nursing students of scholarship availability and criteria.
   k. Select students for scholarships
   l. Make recommendations to the NO.
   m. Report monthly to the NO. Submit an annual report to the NO in May.

B. RN-BSN Committee

1. Membership of the RN-BSN Committee shall consist of the RN-BSN Director, at least two RN-BSN faculty members, the post-licensure Student Success Coach, the Student Services Professional, the Administrative Support Coordinator and an RN-BSN student
2. The functions of this committee are:
    a. Collaborate with the Undergraduate Program Committee to maintain a process for the systemic development, evaluation, and modification of the RN-BSN curricula based on the accepted mission, goals, and policies of the department and the University.
    b. Develop and modify policies related to curriculum and student performance. Consult with the Undergraduate Program Committee on curriculum issues that pertain to all undergraduate students.
    c. Review and revise the RN-BSN student handbook biannually.
    d. Review and revise the catalog copy annually.
    e. Solicit student input as indicated for policy development regarding admissions, progression, and/or graduation.
    f. Review student petitions for consideration for entry, re-entry, and progression.
    g. Review and update appropriate publications relating to admissions and progression on an annual basis.
    h. Review library holdings in the fall.
    i. Inform nursing students of scholarship availability and criteria.
    j. Select students for scholarships.
    k. Make recommendations to the NO.
    l. Report monthly to the NO. Submit an annual report to the NO in May.

C. Graduate Program Committee (GPC)

1. Membership of the GPC shall consist of the DNP Program Director, the FNP Program Director, an additional DNP Program faculty member, Student Services Professional, Post-licensure student Success Coach, Standardized Patient Program Coordinator, Project and Outreach manager, assigned student representation from each class (these students will be present for curricular matters only), and the Department Chair.
2. The functions of this committee include:
    a. Maintain a process for the systematic development, evaluation and modification of the graduate curricula based on the accepted mission, goals, and policies of the department and the University.
    b. Develop and modify policies related to curriculum and student performance.

c. Review and revise the DNP Student Handbook biannually.
d. Review and revise FNP Preceptor Handbook biannually.
e. Review and revise PG-NEC Student Handbook biannually.
f. Review and revise the catalog copy annually.
g. Solicit student input as indicated for policy development regarding admissions, progression, and/or graduation.
h. Review student petitions for consideration for entry, re-entry, and progression.
i. Review and update appropriate publications relating to admissions and progression on an annual basis.
j. Review library holdings in the fall
k. Inform nursing students of scholarship availability and criteria.
l. Select students for scholarships
m. Make recommendations to the NO.
n. Report monthly to the NO. Submit an annual report to the NO in May.

D. Program Evaluation Committee (PEC)

1. Membership: The Program Evaluation Committee (PEC) shall consist of PEC Chair, the Department Chair, Undergraduate Program Director, DNP Program Director, FNP Program Director, RN-BSN Director, one undergraduate student representative, one RN-BSN student, one graduate student, and an administrative staff member. Members also may include appointed faculty consultants.
2. The functions of this committee include:
   a. Establish evaluation plans and necessary documentation as required by the *Master Plan for Evaluation.*
   b. Monitor the collection of documentation from the evaluation process.
   c. Evaluate aggregate faculty outcomes.
   d. Evaluate aggregate student outcomes.
   e. Review and revise the *Master Plan for Evaluation* biannually.
   f. Report monthly to the NO.
   g. Submit an annual report to the NO in June.
   h. Participate in university evaluation activities, such as the Western Association of Schools and Colleges (WASC) accreditation.
   i. Evaluate the pass rate for the NCLEX exam.
   j. Evaluate the pass rate for FNP national certification.

E. Level Workgroups

1. Membership: Each Level Workgroup (II, III, IV, VI) will consist of a Level Coordinator (elected by the NO) and faculty who teach in the respective level.
2. The functions of the committee include:
    a. Review course evaluations for courses taught at the level, evaluate the need for curricular change, report to the UPC or GPC.
    b. Evaluate student outcomes (such as standardized testing) and evaluate potential deficits in the current level curriculum.
    c. Support Level colleagues in developing teaching strategies, and evaluation methods that support the needs of students at the level.

F. Simulation Committee

1. Membership: The Simulation Committee shall consist of Simulation Director(s), Simulation Center Technician, Standardized Patient Program Coordinator, and two faculty members
2. The functions of this committee include:
    a. Ensure simulation aligns with nursing education goals, clinical competencies and accreditation standards.
    b. Establish guidelines for simulation operation including scheduling.
    c. Oversee maintenance and proper use of simulation technology.
    d. Provide training and support for faculty and staff to effectively carry out simulations and debriefing sessions.
    e. Encourage the use of simulation for innovation in nursing education.
    f. Ensure simulation activities meet INACSL standards.
    g. Manage financial resources and justify budget needs for simulation programs.
    h. Recommend the purchase of simulation equipment and resources with input from faculty.
    i. Report to the NO monthly.
    j. Submit an annual report to the NO in May.

F. Community Preventive Health Collaborative Committee (CPHC)

1. Membership: CPHC Director, at least one faculty member, the CPHC student assistant, CPHC Club President, Medical Director, and Lab Director. Community agencies may attend at the discretion of the CPHC Director.
2. The functions of this committee include:
    a. Direct CPHC policies and protocols
    b. Review CPHC program updates and outcomes and provide feedback and recommendations.

c. Engage in outreach and recruitment efforts and collaborate with the local community through service to address population health needs
d. Promote student leadership through club activities that emphasize health promotion and prevention in the campus community and Kern community.
e. Submit an annual report to the NO in May.

G. California Nursing Students' Association (CNSA)

1. Membership: The CNSA committee shall consist of at least one faculty member, and undergraduate nursing students.
2. The functions of this committee shall include:
   a. "Creating the Future by Leading the Way": Core values of Education, Advocacy and Activism, Professionalism, Stewardship
   b. Participate in new student orientation for each new undergraduate nursing class entering the program.
   c. Mentor undergraduate nursing students
   d. Participate in outreach and recruitment efforts including community service activities that promote a positive image of nursing and the nursing programs at CSUB.
   e. Attend professional student nursing conventions
   f. Submit an annual report to the NO in May.

CNSA mission statement: https://www.cnsa.org/mission-vision-values

Article VIII – Bylaws

Section 1: Amendments: The bylaws of the faculty in the DON at California State University, Bakersfield, may be amended by a two-thirds vote of eligible members present at any meeting of the NO provided written notice of such proposed action is sent to faculty members at least two weeks prior to the meeting.

Section 2: Bylaw Review: These bylaws shall be reviewed at least biannually.

Bylaws Committee 2023-2025
Executive Committee
Revised/Approved by Nursing Organization: 05//2025

O. Organizational Charts

Organizational Plan, Lines of Authority, and Channels of Communication

The administrative and organizational structure of California State University, Bakersfield is illustrated in Chart 1. The academic and organizational structure of the university with its four colleges academic departments which reside in each college is shown in Chart 2. The Academic Senate Organization is depicted in Chart 3. The line of authority and communication for the Department of Nursing is illustrated in Chart 4. The Department of Nursing Organizational Plan is displayed in Chart 5. Department of Nursing secretarial/clerical staff assignments are shown in Chart 6. The Department of Nursing charts are located in the Department of Nursing Faculty Policy Handbook and the Undergraduate and Graduate Nursing Student Policy Handbooks.

California State University, Bakersfield

Responsibility for California State University, Bakersfield is vested in the Board of Trustees, whose members are appointed by the Governor. The Trustees appoint the Chancellor, the chief executive officer of the CSU system. The Trustees, the Chancellor, and the Presidents develop system-wide policies, with actual implementation at the university level taking place through broadly based consultative procedures. The Academic Senate of the California State University system, composed of elected faculty representatives from each campus, recommends academic policy to the Board of Trustees through the Chancellor.

California State University, Bakersfield Administrative Structure

The administrative organization of California State University, Bakersfield provides the operational structure of the university. The University is administered by its President through various organizational units with the advice of consultative groups. Administrators, faculty members, students, and support staff are incorporated within the university's structure of governance.

Chart 1: CSUB Organization for Operations

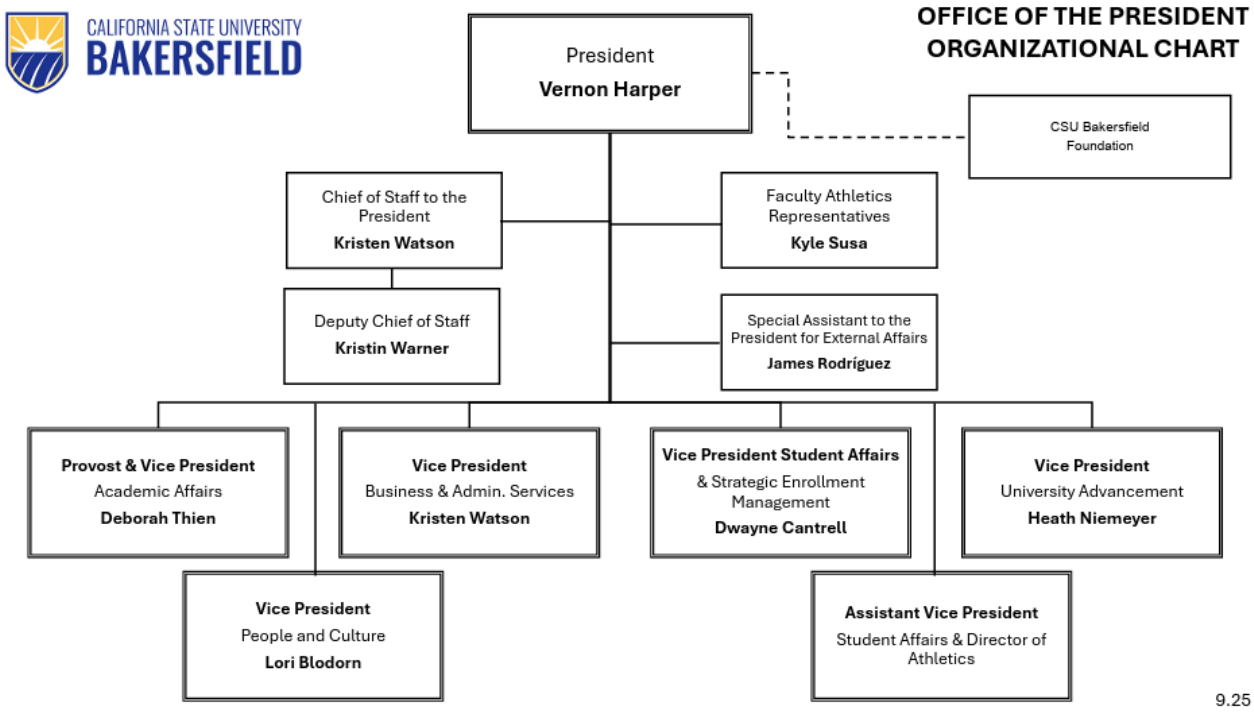


Chart 2: CSUB Organization for Academic Affairs

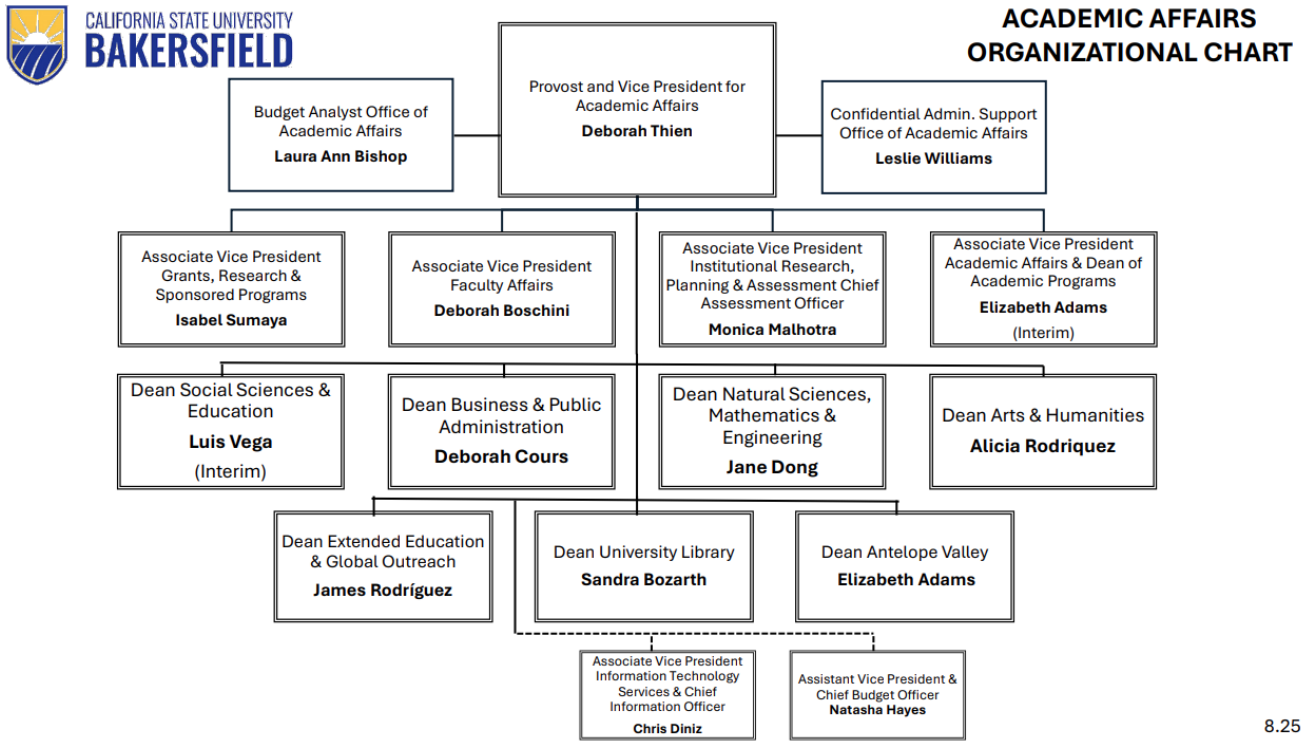


Chart 3: Academic Senate Organization

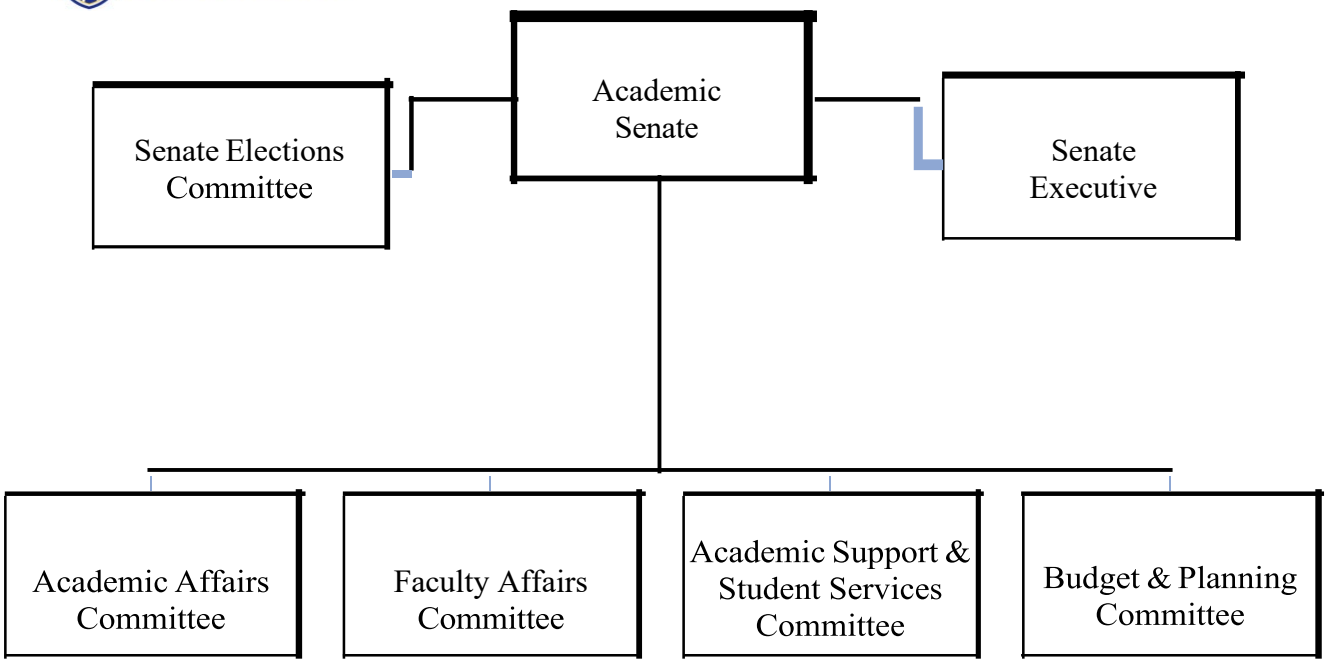


Chart 4: Department of Nursing Line of Authority and Communication

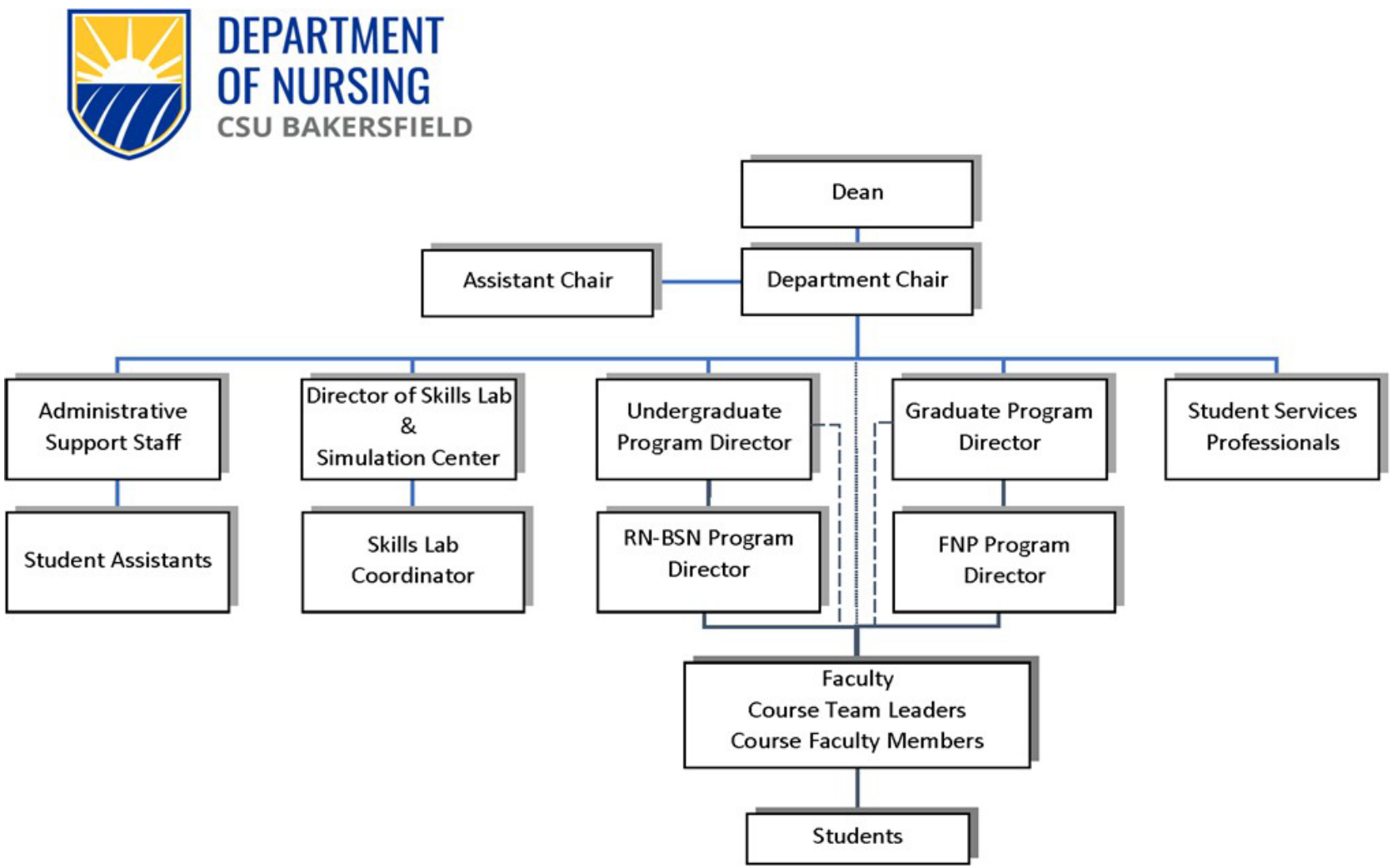


Chart 5: Department of Nursing Organization Plan

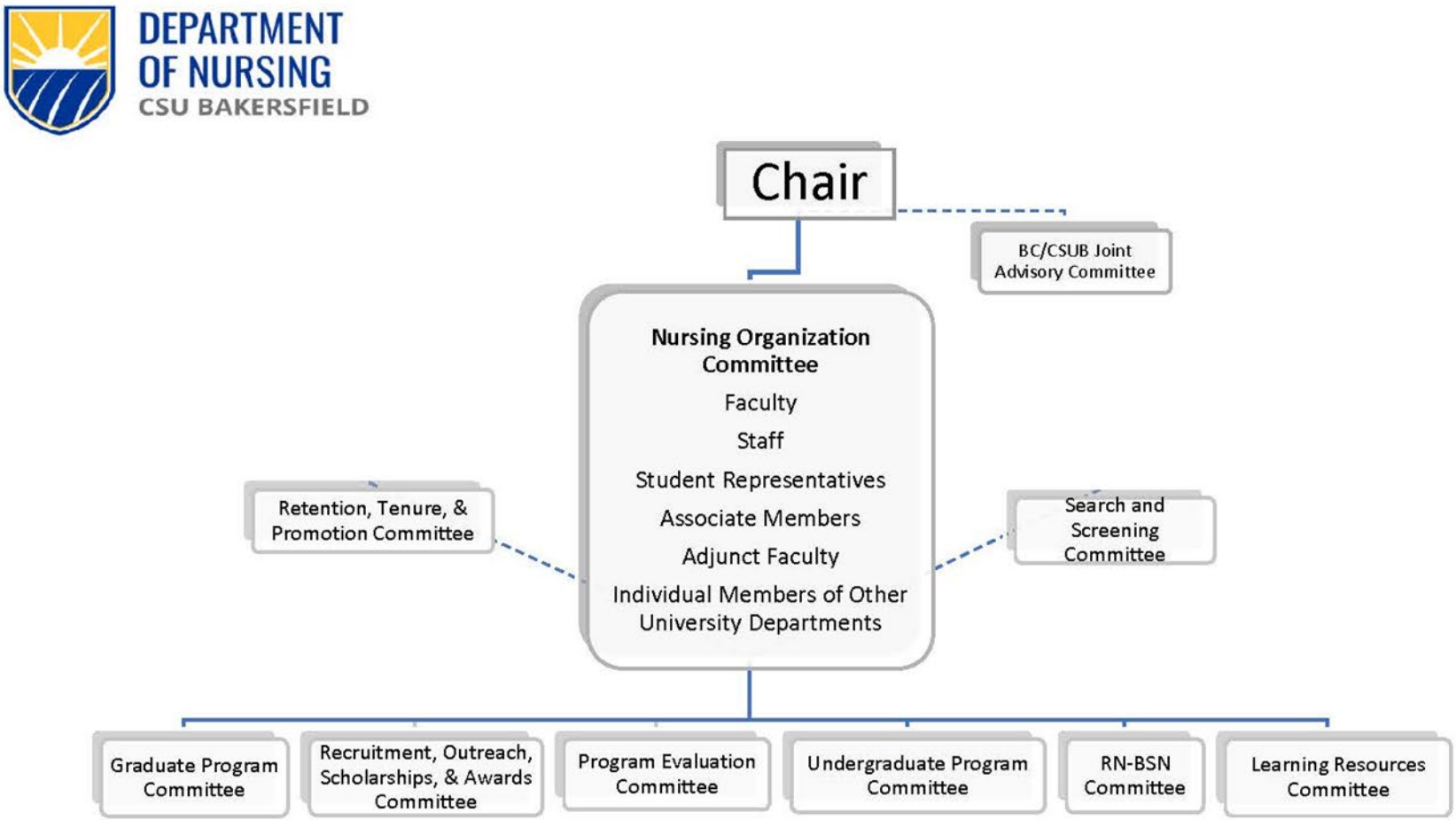
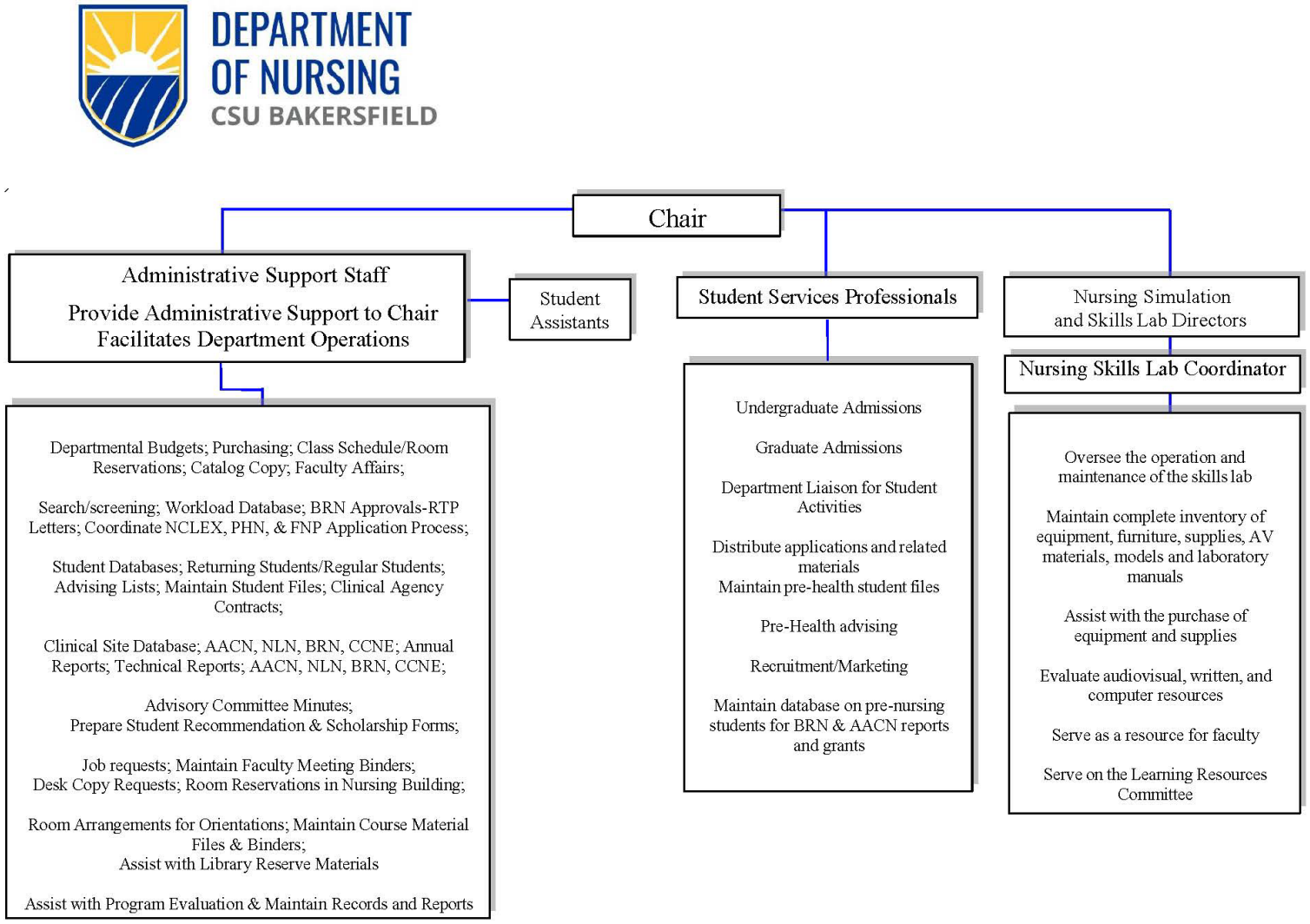


Chart 6: Department of Nursing Administrative Staff Assignments



Section II. Admission and Progression Policies

A. Admission

For CSUB Traditional BSN Admission Policies please refer to the Pre-Licensure Student Handbook

B. Post Acceptance Requirements

Background Check and Drug Test

Upon conditional acceptance to the program, a background check and drug screen will need to clear. This is ordered at the expense of the student through an agency contracted with the Department of Nursing. Nursing students must meet clinical placement requirements. Our contracted community partners can refuse placement based on criminal convictions. Convictions and traffic violations of over $1000 must be reported to the Board of Registered Nursing (BRN) when applying to take the licensure exam (NCLEX). A more extensive background check will need to clear with the BRN for licensing. If a student is concerned of how their particular situation may be affected, they are encouraged to discuss this with the pre- health advisor. More information on prior convictions may be found on the BRN website at http://www.rn.ca.gov/applicants/lic-faqs.shtml#disc.

Nursing Student Background Check

Access to Background Check information is limited to the Nursing Department Chair, or an appointed designee. Background Check information remains confidential. If an area of concern is identified on the background check:

a. The chair will notify the individual nursing student.

b. The nursing student may elect to have a second background check completed by a company approved by the Department of Nursing.

c. The nursing student has the right to correct any misinformation from the background check with the company that completed it.

d. Background check results may be released to: a) CSUB Human Resources, b) Clinical agency Human Resources, and/or the BRN.

CSUB nursing students are assigned to clinical agencies that have included students in the category of individuals that must complete background checks. As a result, the background check requirement for nursing students is a necessary component of Joint Commission accreditation for these clinical agencies (BRN, EDP-I-33, 2010).

When a nursing student's background check reveals a criminal offense, this information is shared in a confidential manner with the identified contact person for the clinical agency to which the student has been assigned. Based on the number, type, severity, and recency

of offenses, the clinical agency may decline to accept the nursing student for clinical placement based on the agency's policy. The clinical agency's right to deny a nursing student's placement is recognized by the California Board of Registered Nursing (BRN, EDP-I-33, 2010).

In the event that a nursing student is denied clinical placement at a clinical agency, the Department of Nursing will attempt to place the student in another existing clinical group at a different location. If no clinical agency will accept a nursing student's placement, then the student would not be able to complete the required clinical course objectives and would be administratively dropped from the CSUB Nursing Program. An Annual Arrest/Conviction Attestation is required each Fall Semester to be completed (See Appendix A). Students who provide inaccurate or incomplete information regarding criminal background are subject to immediate dismissal from the BSN Program.

Non-NIDA Drug Testing

Initial Non-NIDA drug screening is required for all undergraduate students. This is completed one time for each new student entering the nursing program. Drug testing will be done at the student's expense through a third-party vendor contracted with the DON. Drug testing MUST be completed prior to the beginning of the semester in which the student is admitted. Information about obtaining drug testing will be provided by the third-party vendor. Results from the laboratory will be sent directly to the third-party vendor and the DON. The Department of Nursing Chair, or an appointed designee, will be notified of the results. Repeat drug testing may be required, if the student exhibits suspicious behavior in the clinical setting, at the discretion of the clinical instructor or the clinical agency. The repeat drug test will be at the student's expense. Students who do not test within the required time frame will be considered to have failed.

C. Annual Health and Safety Requirements

Our contracted agencies require students to annually complete workplace safety training that meets the Occupational Safety and Health Administration (OSHA) guidelines. Your annual requirements are to be submitted prior to the first day of class of fall semester, each year. These requirements are required by the university and clinical agencies. **If you fail to complete these requirements, you will be administratively dropped from your nursing courses.**

The following annual requirements will be submitted to the DON for review and approval. All nursing students are required to update their clinical requirements documentation annually. The required annual documentation includes:

Requirement	Completed upon acceptance to program	Requirements renewed annually
Physical Exam	X	X
Measles, Mumps, and Rubella (MMR)	X	
Tetanus, Diphtheria, and Pertussis (Tdap)	X	
Varicella (Chicken Pox)	X	
Hepatitis B	X	
Tuberculosis	X	X
Influenza (Flu shot)	X	X
CPR Certification	X	
Professional Liability Insurance	X	X
Annually Signed Forms (Available for review in Appendix)	X	X
Annual Arrest/Conviction Attestation		X
Clinical Compliance Modules	X	X
Mask Fit	X	X

Students who have not met the requirements will not be allowed in clinical settings. Students should keep the original documents for their own records.

D. CDC/ACIP Recommendations

Recommended Adult Immunization Schedule
https://www.cdc.gov/vaccines/schedules/hcp/imz/adult.html
Guideline for Hand Hygiene in Health-Care Settings
http://www.cdc.gov/handhygiene/

E. Essential Functions

The Department of Nursing follows the CSUB nondiscrimination policy, and students requesting accommodations should contact the Disability Services office. A student with a disability must have the disability verified by the Services for Students with Disabilities office at CSUB. It is to the student's advantage to do this as soon as possible in the semester to ensure that approved

accommodations can be granted in a timely manner. Students requesting accommodations must demonstrate their ability to meet the Essential Functions (available for review in the Appendix of this document).

If, after admission to the nursing program, a student develops a physical or mental disability that limits their ability to meet the Essential Functions, it is the student's responsibility to bring this information to the attention of the clinical faculty before they begin the clinical course. If unable to meet the clinical course objectives, the student will not be allowed to participate in clinical activities. The student must provide documentation from their physician prior to returning to clinical which states that the student is able to meet the Essential Functions. See sample B - Physician's letter in the Appendix of this document.

The Essential Functions form must be signed, dated and submitted to the Department of Nursing prior to start of your classes. You will complete this form annually certifying that you are able to meet the essential functions required by the Department of Nursing.

F. Progression Policy

Academic Standards and Progression

According to CSUB Department of Nursing standards, a grade of "C" is the minimal grade acceptable for progression into subsequent nursing courses. Students who fail to achieve at least a "C" in a nursing course may request reentry into the program (based on seat availability and approved by UPC) to repeat the course one time. Students who have previously failed a nursing course will be ineligible to remain in the nursing program if any subsequent nursing course (repeat of same course OR different course) is failed. Students with two nursing course failures in the same semester may request to be evaluated individually by the Undergraduate Program Committee. Clinical refresher courses (N2771/N3771/4771) count as a nursing course.

A student who earns a C- or less in a nursing course will be contacted by the Undergraduate Program Director for follow up.

H. Grading Policy

Grading criteria for each course will be given to students at the beginning of the semester. The grade of "C" is the minimal grade acceptable in any course required for the nursing major. All required nursing courses must be taken for credit and a letter grade. The grading system for nursing prerequisites, cognates and nursing courses is the same as that for the University.

However, the Department of Nursing does not consider a grade of less than "C" to be a passing grade for prerequisite, cognate and nursing courses. In nursing courses, 73% is the minimum score for passing. The Department of Nursing does not round-up to the highest percentage.
The Undergraduate Program Director and Chair of the Department of Nursing are notified by the course team leader of any student who receives a failing course grade.

Grading Scale:

A =	93 – 100	B- =	80 – 82	D+ =	67 - 69
A- =	90 – 92	C+ =	77 – 79	D =	63 - 66
B+ =	87 – 89	C =	73 – 76	D- =	60 - 62
B =	83 – 86	C- =	70 – 72	F =	59 or below

Procedure for Changing Grades:

The procedures and policy for changing a course grade is included for student information. Once a final grade has been assigned, it can be changed only in the case of a declared clerical error or through the auspices of a student academic grievance procedure. The definition of a clerical error is an error made by the instructor in grade estimating or posting. No grade change may be made as a result of work completed or presented following the close of the grading period except for completion of work when an incomplete "I" or report in progress "RP" was issued, or, in cases of emergency, as approved by the Dean. Grade changes can only be made by the instructor of record. To request a change of grade please navigate to the Office of the Registrar website.

The grade of "Incomplete" can only be assigned according to all of the following criteria:

- at the discretion of the instructor, *and*
- when a majority of the course has been satisfactorily completed by the student with a "C" or better, *and*
- when the student is unable to complete the coursework on time due to unforeseen and fully justified reasons, *and*
- when completion of the remaining coursework does not require unreasonable Department of Nursing resources.

A clinical grade of "I" cannot be assigned to make up clinical hours unless clinical supervision will be available under existing scheduled sections of the same course. A grade of "I" may prevent the student from continuing in nursing courses until the "I" is replaced with a passing grade through satisfactory completion of the remaining coursework according to the student/instructor contract. The "I" grade will automatically convert to an "F" if the student fails to complete the contract within one semester. A grade of "I" cannot be assigned as a way for a student who is failing a course to earn additional points through additional coursework.

Revised & approved by UPC 12/30/11 Approved by FO 1/12/12

Program Standards and Progression

According to the policies of the CSUB Department of Nursing, students must meet the standards set by the program. Program standards are based on the policies of contracted clinical agencies, the California Board of Registered Nursing, the ANA Code of Ethics, state and federal laws, and the profession of Nursing. Students whose professional performance and behavior does not meet these standards may be dismissed from the CSUB nursing program regardless of their academic performance. This includes, *but is not limited to:*

1) Social Media policy violations
2) Breaches of patient confidentiality standards under HIPAA
3) Academic Integrity violations, including but not limited to cheating, unauthorized possession of an examination, or dishonesty in academic matters or patient care
4) Falsification of patient records or academic documents

5) Unauthorized access to clinical agency facilities, equipment, supplies, or medical records
6) Scope of practice violations, including performance of RN-level patient care activities outside of authorized clinical hours
7) Drug or alcohol related offenses
8) Theft
9) Other criminal activities substantially related to the qualifications, functions, and duties of a registered nurse
10) Inability to meet the Essential Physical and Mental Qualifications of the nursing program
11) Disruptive or violent behavior, under the CSUB Zero Tolerance policy
12) Severe maladaptation to the educational process as evidenced by a pattern of:
    a. Inadequate classroom or clinical preparation
    b. Late completion of assignments
    c. Poor communication and/or irresponsible behavior
    d. Absence from scheduled classroom or clinical hours
    e. Incivility during classroom or clinical hours that disrupts the teaching and learning environment

A student who fails to meet CSUB nursing program standards will be dismissed from the program. For more information on disciplinary actions see Section 4.

Leave of Absence

All students enrolled in the program must complete the courses in the sequence as set by the program schedule, unless registration is waived via an approved leave of absence.

Students who find it necessary to interrupt their progression in the program due to a non-emergency reason must make their request to the Undergraduate Program Director prior to the beginning of the semester in which the leave is intended. Students wishing a leave of absence due to emergency must make their request as soon as practicable after the emergency is known. Students shall provide all relevant facts and documentation necessary to support their request. If a student fails to do so, they will need to follow the re-entry process as detailed in Section 4.

The Undergraduate Program Committee, through the Undergraduate Program Director will notify the student of the terms of separation and return to the department. This notification shall include 1) the approved maximum length of the leave; 2) the expectations of the Department concerning the student's duty to maintain communication; and 3) any other terms the Undergraduate Program Committee assigns.

Students who are on an approved leave must make the Department aware of any change of status that will affect their ability to return.

Students who do not abide by the terms of an approved leave of absence will be considered to have taken an unapproved leave of absence.

Section III. Student Responsibilities

A. Ethical Standards

The hallmark of professional practice is a Professional Code of Ethics. Ethical Codes for Professional Nursing Practice have been developed and revised by the American Nurses Association (ANA):

Code of Ethics for Nurses by the American Nurses Association (Revised 2025)			
Definition		**Interpretive Statements**	**Examples**
Provision 1	1.1 Respect for Human Dignity 1.2 Relationships with Patients and recipients of nursing care 1.3 The Nature of Health 1.4 The Right to Self-Determination	The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.	Establishing relationships of trust with patients and colleagues; supporting the patient's right to make decisions about their healthcare, following Advance Directives.
Provision 2	2.1 Primary Commitment to Recipients of Nursing Care 2.2 Conflict of Interest and Conflicts of Commitment in Nursing 2.3 Professional Boundaries 2.4 Issues of Safety in the Nurse-Patient Relationship	A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.	Collaborate to provide high-quality patient-centered health care, avoid intimate relationships with patients.
Provision 3	3.1 Privacy and Confidentiality 3.2 Advocating for Persons Who Receive Nursing Care 3.3 Responsibility in Promoting a Culture of Safety 3.4 Protection of Patient Health and Safety by Acting on Practice Issues 3.5 Protection of Patient Health and Safety by Acting on Impaired Practice 3.6 Patient Protection and Impaired Practice	The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.	Not talking about patients in the elevator, cafeteria, or at home. No talking about patients or their situation on any social media site. No patient identifiers on care plan or any other documents. Report errors. Notify if another student has made an error. (Condoning errors through silence is unacceptable.)
Provision 4	4.1 Responsibility and Accountability for Nursing Practice 4.2 Addressing Barriers to Exercising Nursing Practice Authority 4.3 Ethical Awareness, Discernment, and Judgment	Nurses have authority over nursing practice and are responsible and accountable for their practice consistently with their obligations to	Maintaining sterile technique when performing procedures. Not performing procedures for which you have not

	4.4 Assignment and Delegation	promote health, prevent illness, and provide optimal care.	been trained. Notifying the Professor and Preceptor if you need further supervision.

Provision 5	5.1 Personal Health and Safety 5.2 Wholeness of Character 5.3 Integrity 5.4 Professional Competence 5.5 Human Flourishing	The nurse has moral duties to self as a person on inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.	Leading a healthy lifestyle. Never abandon a patient. Commitment to lifelong learning and education in the nursing profession.
Provision 6	6.1 The Environment and Virtue 6.2 The Environment and Ethical Obligation 6.3 Responsibility for the Healthcare Environment	Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses	Giving pain meds on time. Giving reassurance to patients and their families.
Provision 7	7.1 Contributions through Research Development, Research, and Scholarly Inquiry 7.2 Protection of Human Participants in Empirical Research 7.3 Contributions through Developing, Maintaining, and Implementing Professional Practice Standards	Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.	Nursing research must conform to ethical standards.
	7.4 Contributions through Developing, Maintaining, and Implementing Professional Practice Standards		
	7.5 Considerations Related to Ethics, Technology, and Policy		
Provision 8	8.1 Collaboration Imperative 8.2 Collaboration to Uphold Human Rights, Mitigate Health Disparities, and Achieve Health Equity 8.3 Partnership and Collaboration in Complex, Extreme, or Extraordinary Practice Settings	Nurses build collaborative relationships and networks with nurses, other healthcare and nonhealthcare disciplines, and the public to achieve greater ends.	If child abuse is suspected, mandatory reporters of abuse. Offer immunizations.

Provision 9	9.1 Assertion of Nursing Values	Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing	Apply hospital rules fairly for all patients/families. Treat other healthcare professionals respectfully.
	9.2 Commitment to Society		
	9.3 Advancing the Nursing Vision of a Good and Healthy Society		
	9.4 Challenges of Structural Oppressions: Racism and Intersectionality		
	9.5 National Policies, Programs, and Legislation		
Provision 10	10.1 Global Nursing Community	Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing	
	10.2 Global Nursing Practice		
	10.3 Nursing Vision for Global Health		
	10.4 Global Nursing Solidarity		
	10.5 Global Nursing Health Diplomacy		

B. Code of Academic Conduct

The principles of truth and integrity are recognized as fundamental to a community of teachers and scholars. Students are expected to do all work assigned to them without unauthorized assistance and without giving unauthorized assistance. Students must adhere to the University's Academic Integrity Policy. This policy is part of CSUB's Student Conduct Code, which is administered through the Division of Student Affairs and the Dean of Students.

Academic dishonesty is a broad category of actions that may involve plagiarism, cheating, fraud or deception to gain an unfair academic advantage. These areas, and the disciplinary policies related to academic dishonesty, are detailed in Section IVA.

C. Responsibilities of Students

The following is required of students:

1) Be honest at all times.
2) Act fairly toward others. For example, do not disrupt or seek an unfair advantage over others by cheating, or by talking or allowing eyes to wander during exams.
3) Take group, as well as individual responsibility for honorable behavior. Collectively, as well as individually, make every effort to prevent and avoid academic misconduct, and report acts of misconduct which you witness.
4) Do not submit the same work in more than one class. Unless otherwise specified by the instructor, all work submitted to fulfill course requirements must be work done by the student specifically for that course. This means that work submitted for one course cannot be used to satisfy requirements of another course unless the student obtains permission from the instructor.
5) Unless permitted by the instructor, do not work with others on graded coursework, including in-class and take-home tests, papers, or homework assignments. When an instructor specifically informs students that they may collaborate on work required for a course, the extent of the collaboration must not exceed the limits set by the instructor.
6) Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased in your own words, you must cite your source. Students who are confused about whether a particular act constitutes plagiarism should consult the instructor who gave the assignment.
7) Know the rules – ignorance is no defense. Those who violate campus rules regarding academic misconduct are subject to disciplinary sanctions, including suspension and dismissal.

Be familiar with HIPAA (Health Insurance Portability and Accountability Act). Students are informed and trained about the HIPAA Privacy Rule upon admission into the CSUB Nursing Program. Students are expected to know and abide by HIPAA privacy requirements and what information must be protected (also known as the Protected Health Information Identifiers) including, but not limited to: name, address, medical record number, date of birth, social security number, telephone number, or photography. Students who violate HIPAA privacy requirements may be subject to disciplinary action, not limited to dismissal from the CSUB Nursing Program.

Nursing Student Honor Commitment

The Honor Commitment is a personal commitment to honor and integrity which is self-imposed and not enforced by an outside authority. All students in the Department of Nursing pledge to follow the Honor Commitment.

The Commitment reads as follows:

A unique aspect of higher education is its attempt to instill in the student a sense of honor and high principles that includes and extends beyond academics. An essential feature of the Department of Nursing at California State University, Bakersfield is its commitment to an atmosphere of integrity and ethical conduct.

As a Nursing student at CSUB, I accept as my personal responsibility the vigorous maintenance of high standards of honesty, truth, fairness, civility, and concern for others. My devotion to integrity establishes that I will not cheat in academic work and that I will adhere to the University's Code of Student Conduct as outlined by the Dean of Students, at https://www.csub.edu/housing/student-conduct

According to the dictates of my own conscience, I will report behavior in violation of established standards. In addition, and beyond the requirements of any code or law, I confirm my own commitment to personal honor and integrity in all matters large and small.

By implementing this ideal, I join the faculty, staff and students of the Department of Nursing at California State University Bakersfield in making the concept of honor a reality.

(Adapted from the Honor Commitment of Duke University)

Students must read, agree to, and sign a copy of this Honor Commitment (Appendix A1) when admitted to the Program. The signed Commitment will be kept in the student's record.

D. Social Media Policy

All cell phones and social media devices should be turned off during class and clinical time. This includes no text messaging or postings on social media sites during class or clinical time. Cell phones may only be used during breaks and mealtime (if mealtime is not utilized as part of clinical time for conference).

There is no such thing as a "private" social media site. Search engines can locate items many years after the publication of the original post. Comments can be forwarded or copied. It is often wise to delay posting if you feel angry or passionate about a particular subject. If you are unsure about posting something, ask your faculty.

No inappropriate content should be text messaged or posted on social media networks; this includes responding to another student's post. Inappropriate content includes: patient information, stories or pictures related to patients or families cared for during clinical even if they give permission, and information related to health care agencies, co-workers, faculty and/or managers. Information should not be shared with family members, friends, or posted on social media even if names or other

identifying information are not used. Absolutely no pictures should be taken, saved, forwarded, or posted of patients or family members, even if you have their permission. Patient confidentially must be upheld at all times. Future employers hold you to the highest standards of behavior.

Violating privacy or confidentiality of others can affect the reputation and well-being of patients, family, faculty, co-workers and peers, and the University. Violation of HIPAA policies or breeching of confidentiality can result in fines and litigation for individuals, including students. In the Nursing Department, violation of privacy and confidentiality is considered a Professionalism Violation. Disciplinary actions for a Professional Violation may result in grade reduction, course failure, and/or dismissal from the Program. These disciplinary policies are detailed in Section IV.

E. Guidelines for Professional Appearance

Dress

CSUB nursing students represent the University and the Department of Nursing when interacting with patients, their families, staff, and others in the health care environment. The way students dress demonstrates respect for the University they represent and for the patients and families they serve. Students purchase and wear the uniforms of the Department throughout their clinical experience unless the clinical instructor advises otherwise. While wearing the CSUB uniform, students are clearly recognized at the University and by the clinical agencies accommodating the student experience. Professional attitudes and clothing reflect the same respectful behavior and professional attitudes even when the CSUB uniform is not required in the clinical area. Information regarding uniform purchase is provided during orientation. Uniform purchase, including the polo shirt and khakis worn during some clinical experiences, is mandatory. Students who fail to purchase their uniform in a timely fashion will be dropped from clinical courses.

The clinical uniform scrub top is ceil blue and includes the monogrammed CSUB Department of Nursing logo (with optional first name). The scrub pants are ceil blue (the same color and fabric as the traditional top) with straight leg/jogger scrub pants, or knee to mid-calf length skirts. The CSUB blue scrub jacket with the CSUB monogrammed Department of Nursing logo with optional student first name may be worn over the uniform. Appropriate undergarments must be worn and must be covered by the uniform. Students may opt to wear a white, black or same ceil blue as uniform-colored long-sleeved or short-sleeved T- shirt under the uniform if desired. No other color T- shirts will be accepted.

Students in courses assigned to community experiences are required to wear the community uniform. The top is the CSUB Nursing dark blue polo shirt ordered through the Department of Nursing or another appointed vendor. The pants are self-purchased straight leg khaki colored, slacks or knee to mid-calf skirt. No ‘skinny’ style pants, no jeans, no rips in pants/slacks. Students may opt to wear a neutral-color long-sleeved or short-sleeved T-shirt under the uniform if desired. No other color T-shirts will be accepted.

Casual attire, such as shorts, jeans, flip-flops, or short midriff tops are not permissible in the clinical setting, including the skills lab and simulation center at any time. Faculty may have additional requirements for specific clinical areas. Please clear any exceptions to these items with your clinical faculty.

Identification Badge

The CSUB Identification badge includes: student picture, student name and title "Nursing Student" in a minimum of 18-point font. This complies with a Board of Registered Nursing requirement. The identification badge must be worn above the waist, and the photo must be displayed outward. The identification badge must be worn at all times during clinical hours at any clinical sites. If the student reports to the clinical site without their badge, they will be sent home and given an unexcused absence. Student must also wear their identification badge when, in the CSUB Nursing Skills/SIM Lab(s) and Computer Lab(s).

Footwear

Wear clean shoes in neutral color with closed toe and heel, with nonskid soles. Sneakers may be worn in the colors stated above without excessive design. For questions or shoe approvals, refer to your clinical team leader. Shoelaces and socks should not be of distracting color or design.

Hair

Hair is neatly maintained, clean and kept off the collar. Hair is pulled back to prevent it from falling forward over the face while performing routine nursing duties. Color should be those that occur in nature (no pink, purple, blue, etc.). Students may choose neatly trimmed facial hair. Facial hair is maintained in short style to insure adequate seal for respiratory isolation masks/particulate respirators. No handlebar style mustaches or long beards are acceptable.

Makeup

Makeup, if worn, should be natural in appearance. No heavy makeup, glitter, or extremes in color.

Nails

No acrylic nails, extenders, or polish is permitted. Nails must be clipped close to the fingertips. Hands and nails must be clean and free of any stains.

Perfume

Perfume or cologne is not allowed. All personal care products including deodorants and body sprays must be unscented

Sunglasses

Sunglasses may be perceived as blocking interpersonal communication. Do not wear them indoors.

Jewelry and Body Accessories

The following jewelry is allowed: a) One small post earring (with no dangles) in each ear; b) One small ring; c) Small necklaces and neck chains inside the uniform; d) ankle chains that are not visible or audible; e) small wrist watches with second hands; f) digital-type watches that are clean, and not of a distracting color or design; No other jewelry and/or visible body piercing is allowed in the clinical area. (Please don't assume because the pierced ornament is in your tongue that it is invisible. It is not acceptable professional dress).

Faculty may have additional requirements for specific clinical areas. Please clear any exceptions to these items with your clinical faculty.

Tattoos
No visible tattoos are permitted in the clinical area (including skills and sim). Cover any tattoos that may be visible.

Hygiene
Personal hygiene must be of the highest standard.

Do not chew gum, mints or smokeless tobacco while in clinical areas. Students may not smoke cigarette, e-cigarettes, or vape while in uniform at any time. It is expected that patients will not experience any exposure to second-hand or third-hand smoke. CSU Bakersfield is a smoke free campus and students are expected to abide by the University rules on smoking.

Exceptions
Requests for exceptions must be submitted to the faculty and/or agency in writing before the day of the clinical experience.

This dress code policy, established by CSUB students and faculty, will be enforced for all students in the Nursing program. Violation of the policy is considered a Professionalism Violation, as described in Section IV. Any student failing to comply will be asked to leave the clinical area and may not return until modifications are made. Students should be aware that additional dress restrictions and infection control policies might be required in specific departments of agencies or hospitals.

F. Policy on Drug and Alcohol Abuse

Clinical Attendance
The instructor will immediately excuse from the clinical area any student whose behavior indicates* that they are impaired due to the use of drugs and alcohol.

Please note that although cannabis may be legally used in the state of California, students may not test positive on a drug test. Cannabis is not considered legal at the Federal level and is regulated as a Schedule 1 drug; "defines as a drug with no currently accepted medical use and high potential for abuse" (DEA, https://www.dea.gov/drug-information/drug-scheduling).

The following procedure will be followed:

1) If drug or alcohol use is suspected, the student will be sent for a mandatory substance test at the student's expense.
2) The student will be given a clinical warning and be referred to the Chair of the Department of Nursing.
3) The Chair will refer the student to the campus Student Counseling Center or to a therapist.
4) The student will be informed by the Chair that they will not be able to return to the clinical area until they have been assessed by an appropriate physician or therapist.
5) A letter will be required from the physician or therapist indicating the student is capable of performing safe nursing care.
6) Absence from clinical practice will be regarded as an unexcused absence.

7) If the period of time required for therapy and/or treatment is beyond the time to makeup missed clinical days and to successfully complete course objectives, it will then be necessary for the student to withdraw from the nursing program.
8) The student will be allowed to reapply for admission. At this time, the student will be required to present a current assessment letter from the physician or therapist indicating the student is able to perform safe nursing care.

*Such behavior would include inappropriate behavior for the situation and erroneous nursing judgment.

Class Attendance

The instructor will give an unexcused absence to any student from class whose behavior indicates that they are impaired due to the use of drugs or alcohol and who is interfering with the purpose of the class. The student will be counseled to make an appointment at the campus Student Counseling Center or with a physician or therapist. Please refer to the sections on Student Discipline and Privacy Rights of Students in Academic Records in the current University General Catalog

G. Classroom Behavior, Online Etiquette, & Email Policy

Classroom Behavior

Professional behavior is expected. It is the responsibility of each student to support a productive learning environment and avoid behavior recognized as "classroom incivility."

What is Classroom Incivility? (adapted from UCSC Center for Teaching Excellence)

1) Annoyances, minor disruptions: talking on cell phone or texting, surfing internet, reading newspaper, side conversations, arriving late or leaving early, packing up noisily before end of class.
    a. Solution: Be aware that one student's activities do affect the experience of the entire class. Avoid these behaviors.
2) Dominating discussion: The student who won't let anyone else talk or fails to recognize the instructor's intent to "move on" with the discussion.
    a. Solution: Pay attention to "cues" from your instructor and classmates. Remember that office hours are available to answer lingering questions.
3) Aggressive challenges of teacher: The student who takes up class time questioning the instructor's authority, expressing anger about grading, or generally undermining the ability of the instructor to teach.
    a. Solution: State your questions and concerns in a clear, courteous manner through effective word choice and professional tone. If you become frustrated, use a private meeting during office hours to fully explore your concerns.
4) Disputes between students; demeaning comments: When classroom discussion gets out of hand, or a student uses demeaning or stereotyping language.
    a. Solution: Recognize that controversial subjects and viewpoints will be explored, and that divergent opinions may be expressed. However, it is expected that students will "disagree without being disagreeable." Do not use slurs (based on race, ethnicity, gender, sexual orientation, religion, etc.) or engage in personal attacks.

Online Etiquette/Netiquette:
Professional behavior is expected. It is the responsibility of each student to support a productive learning environment and avoid behavior recognized as "classroom incivility." In an online course, it is particularly important that students review etiquette related to electronic communication. Cameras are expected to be turned on unless prior arrangements have been made with the course instructor. Please review the Netiquette Guidelines at http://www.albion.com/netiquette/corerules.html

Emails Between Students, and Between Students and Faculty/Staff

1) All faculty, staff, and students are required to use their "csub.edu" account when emailing information or questions pertaining to aspects of the programs of nursing provided at CSUB.

    a. The university provides a "csub.edu" email to every faculty, staff, and student who are a part of the CSUB community.
    b. Faculty and Staff are not required to respond to email from other email accounts so questions by students may go unanswered and information may not be distributed as needed.
    c. Exception: It is important to note that new faculty and prospective RN-BSN and Graduate students may use personal address until receiving their csub.edu addresses which may take 3-4 weeks at the beginning of the semester.

2) All faculty, staff, and students will respond to emails within 48 hours on Sunday- Thursday and within 72 hours on Friday-Saturday when classes are in session.

3) The confidentiality of "csub.edu" email is not guaranteed so emails containing patient information of any type must not be sent via email. This information should be discussed in person between faculty, staff, and students.

4) All faculty, staff, and students will only use their own "csub.edu" account and not that of another faculty, staff, or student.

5) Use professional tone when writing an email message. You should:
    a. Use professional greetings instead of colloquial expression (Dear Professor_____ rather than "hey," "yo," or "'sup").
    b. Always end email with a thank you and a signature block.
    c. Wait until your message is written and proofread to add the recipient(s). This will prevent you from accidently sending an email at the wrong time or to the wrong person.
    d. https://www.lifewire.com/fundamental-email-etiquette-1171187

H. Testing Policy

Students should familiarize themselves with the following expectations prior to testing. General Guidelines:

1) Arrive on time to avoid distracting other students.
2) Store all belongings as directed.

3) Sit every other seat as much as possible. Instructors reserve the right to use assigned seating.
4) No hats.
5) No food or drink without instructor permission.
6) No looking at other students' responses, i.e. papers or computer screens
7) No talking to other students.
8) No leaving the room during the test without permission of the faculty member.
9) No papers or books of any kind.
    a. Exception: if an "open-book" quiz is given, or if blank paper is needed for mathematical calculations, the instructor will provide specific, clear instructions about which materials may be used.
10) NO RECORDING ALLOWED during review sessions after tests. This includes written or electronic recording.
11) All test reviews will be conducted "eyes only" without paper or pencil/pen, or electronic devices. Attempting to copy test questions during test review constitutes academic dishonesty.
12) Generally, there are no makeups for in-class quizzes or assignments unless arrangements are made with instructor related to a medical emergency or other extenuating circumstances. Refer to syllabi for course specific policies.
13) Students must take all tests and the final exam on scheduled dates and times unless special pre-arrangement is made with instructor. A student who misses a test without pre-arrangement must have evidence of a documented emergency. It is the responsibility of the student to promptly notify the instructor and produce the required documentation. A student who experiences a documented emergency will be scheduled to take the test at the convenience of the instructor. The student may receive an alternative test, covering the same material but with *different* questions.

For Paper Quizzes/ Exams:

- Use one #2 pencil for Scantron testing.
- No electronic devices of any sort may be used, left on, or even visible. Cell phones etc. should be off & stored with belongings.
- If calculators are required for testing, the instructor will notify students in advance. If a student brings a calculator, then only a simple calculator would be allowed. No cell phones, graphing calculators, or calculators on clipboards will be permitted. No additional notes may be added to calculator.
- Time limit: Pencils down at scheduled end time. It is the student's responsibility to manage time wisely & finish the exam, including name. Failure to stop when directed is an attempt by a student to gain an unfair advantage (more time than other students), which is academic dishonesty.
- Scores are based on recorded responses only. Omitted or mis-bubbled Scantron answers will be marked wrong.

For Online Quizzes/Exams (via Learning Management Systems such as Canvas or Kaplan)

- If the quiz/exam is being given via an online learning management system, the student may be required to bring their own electronic device for the purpose of test taking only.

- Instructors have the authority to require students be logged into a proctoring program (such as Proctorio or Respondus Lockdown Browser). Students will be notified of this need prior to the date of the quiz/exam.

- No additional electronic devices of any sort may be used, left on, or even visible. Cell phones etc. should be off & stored with belongings.

- If calculators are required for testing, the instructor will notify students in advance. The instructor will notify students if a calculator will be available via the proctoring program, or if the student is required to bring their own calculator. If a student brings a calculator, then only a simple calculator would be allowed. No cell phones, graphing calculators, or calculators on clipboards will be permitted. No additional notes may be added to calculator.

Any violation of this Testing Policy will be viewed as a violation of academic integrity. See Section IV for details on Academic Integrity policies.

I. Attendance Policy

Clinical Attendance

1) Clinical Orientation is mandatory. There are no makeup sessions for missed orientations. Students who arrive late or are absent from Clinical Orientation will be administratively dropped from the course. The Board of Registered Nursing expects that theory and clinical courses will be taken concurrently; therefore, a student who is dropped from a clinical course will also be dropped from the concurrent theory course. The policies for course failure and concurrent theory/clinical courses are detailed in Section IV.
2) In the case of an emergency that prevents a student from attending or being on time for a theory or optional course, the student is expected to contact the instructor by email or phone prior to the start of the respective class. In the case of an emergency that prevents a student from attending or being on time for a clinical or simulation course, the student is expected to contact the instructor by phone prior to the start of the respective class.
3) Contacting the instructor 'by phone' is defined as direct voice contact. A text message or voicemail message left for an instructor is not considered to be 'contact' made with the instructor.
4) Students who fail to respond to faculty within the allotted time period will be subject to appropriate consequences (clinical warning).
5) An excused absence consists of time missed due to illness or extenuating circumstances. The student is responsible for notifying the instructor, and make direct voice contact with the instructor, about the illness or extenuating circumstances prior to the start of the assigned clinical day. The need for makeups of clinical hours will be determined by the student's ability to complete course objectives. All excused absences in excess of one week of clinical hours must be made up during the semester, by arrangement with the instructor; otherwise, course failure will occur.
6) An unexcused absence is any absence not due to illness or extenuating circumstances, or without prior notification of the instructor. A clinical warning will be issued. All unexcused absences must be made up subject to the availability of the clinical instructor. An unexcused absence which is not made up will result in a failure of the course. Clinical warnings and course failure policies are detailed in Section IV.
7) Late Policy: Students are expected to arrive to the clinical unit on time. If a student knows they are going to be late, the clinical instructor must be notified by direct voice contact. Students failing to arrive to the clinical setting at the appointed time will be considered late. Refer to the individual course syllabus for specific guidelines.
8) Illness Policy: Students whose condition limits their ability to give nursing care or who have an illness of a chronic or contagious nature must submit documentation from a medical provider stating that it is safe for them to perform nursing care before returning to the clinical area. All absences more than one clinical day, even if excused, must be made up and at the discretion and availability of the nursing faculty.
9) Provision for makeup labs may be offered at the discretion and based on the availability of the instructor, with priority given to those students with excused absences before students with unexcused absences.
10) Meals & Breaks: Students are required to remain on the clinical campus during meals and breaks. Refer to the individual course syllabus for specific guidelines.

In-Person Lecture Attendance

1) Class attendance is expected of all students enrolled at the University. The instructor in each course sets the standard expected in this regard. When students are absent from classes, it is their responsibility to inform instructors of the reason for the absence the student should consult with faculty regarding missed work and assignments. Faculty reserve the right to subtract points from the total grade for each class absence. Guidelines will be listed in the students' specific class syllabus.
2) Students' guests are allowed in lecture only with special permission from the instructor.
3) Students must obtain permission from the instructor prior to recording in the classroom.
4) Children are not permitted in the classroom, computer lab, simulation center or skills lab.

Online Attendance

All students enrolled in online courses (which includes hybrid courses) must log in to the course and complete any assignment(s) or other activities that are required during the **first week.** Students who fail to complete first-week assignments/activities within the instructor's deadline may be dropped. After the first week, and during the time period before the University's established deadline to withdraw from a course without a 'W' being recorded, students are responsible for officially withdrawing from any class or classes in which they no longer wish to be enrolled.

Instructors may drop a student from a course when absences number the equivalent of two weeks of class recorded from the first day of instruction. In the case of online courses, "absences" shall be defined as "non-participation". Non-participation shall be defined as, but not limited to:

- Not following the instructor's participation guidelines as stated in the syllabus
- Not submitted required assignments
- Not contributing meaningful discussion in required chat rooms, discussion boards or other online forums
- Not participating in scheduled activities
- Failure to communicate with the instructor as required

Simply logging into the course does not constitute participation. Students must demonstrate that they are actively participating in the course by submitted required assignments.

J. Transportation

The University does not provide transportation. Students are required to provide their own transportation to clinical and other field areas. Students engaged in community health clinical experiences must have access to a car.

K. Simulation Center & Skills Laboratory Rules

The Simulation Center and Skills laboratory setting is intended to simulate the agency environment. It is expected that behavior in the Simulation Center and Skills laboratory will reflect an understanding of proper behavior in the clinical setting. Your safety is of utmost importance. We utilize syringes, biohazard waste, and sharp objects. Your clinical nursing courses will require lab safety agreements each semester to utilize the Nursing Simulation Center and Skills Laboratory. Please pay special attention to your instruction at the beginning of each semester. The 2022 Nursing Lab Safety Agreement, Appendix C, is included as an example.

L. Policy for Students Practicing Procedures on Each Other

In the course of the nursing program, when learning new skills, it is often useful for students to take the role of the patient. This enhances the learning experience in several ways:

1. For the practicing students in that a live "patient" gives them a more realistic experience.
2. For the student "patient" since it gives her/him an idea of what the procedure is like from the patient's perspective and should help her/him be a more sensitive care-giver.

In asking the individual student to take on the patient role, the student's right to privacy and right to refuse a given procedure will be protected. See Appendix D, Student Agreement for Practicing Procedures On Each Other

M. Syringe Disposal Policy

1) Impermeable containers are to be stored in RNEC 115B, Simulation Center, or CPHC storeroom when not in use.
2) Collection and segregation: The nursing department generates medical wastes including used hypodermic needles and fingerstick lancets. These are to be collected at the point of origin in puncture-resistant, leak-proof containers.
3) When impermeable containers are three quarters (3/4) full, they should be capped, topped, and placed in red, double-lined biohazard bags.
4) Impermeable syringe containers should be placed in the biohazard bin in the Simulation Lab laundry room, where they will be picked up by a contracted disposal company.

N. Clinical Section Reassignment

The team leader of clinical courses reserves the right to reassign students to another clinical section, based upon hospital request and/or team leader request. Clinical reassignment may be made without approval from the student. The student will be notified via email that their clinical section has been changed.

O. Priorities for Clinical Rotation Assignments

Tuesdays and Wednesdays are CSUB clinical days; Thursdays and Fridays are reserved in the clinical agencies for use by Bakersfield College (BC). To avoid conflicts with seniors, preceptors, students from other colleges, and clinical rotations, here are the priorities for clinical rotation assignments:

First Priority: Regularly scheduled clinical rotations for courses required in the first three levels of the curriculum. Nurse Externs or Senior Practicum students should not schedule themselves for a day/unit when or where CSUB or BC students are there. The exception would be if the clinical instructor gives permission (this includes the BC instructors). For example, if BC students take the "back" patients on 4th floor at Memorial, an Extern or Senior Practicum student could work in the "front" without compromising the learning for the other clinical students – provided the BC clinical instructor agrees.

Second priority

Senior Practicum students: If both a Senior Practicum student and an Extern student show up the same day for the same preceptor, the Extern needs to go elsewhere. The reason is that the Extern student is in an elective course; Senior Practicum is a required clinical course in the curriculum. As an agency employee, you may be told by the agency that you "must" work at the scheduled time on the scheduled unit. If this occurs, inform the faculty team leader for the course and the situation will be resolved.

P. Policy for the Process of Evaluation of Students in Clinical

Evaluation of clinical performance is based on letter grades received on Nursing Process assignments and/or other items specific to particular courses. As with other nursing courses, a student must achieve a minimum of 73% to pass the course. In addition, performance is rated by the Clinical Performance Evaluation Tool (CPET) based on the course objectives. Failure in receiving a 73% or failure to pass the CPET will result in failure in the clinical course.

Student clinical practice performance is rated by the performance evaluation tool at mid- semester and during the final examination period.

Procedure for these evaluations:

1) Prior to the mid-semester and final conference, both instructor and student rate the student's performance, based on records of the student's performance in the clinical setting using the CPET. During the conference, examples of the student behaviors are shared.
2) Students sign the CPET indicating they have read it after adding, at their discretion, additional statements.
3) Students who disagree with the ratings on the CPET, must first take steps to resolve the disagreement on an informal departmental basis.
4) Completed CPET's are to be submitted by the clinical faculty to the Department of Nursing office for filing.
5) For students who have missed clinical practicum time that prevent them from achieving course objectives, arrangements must be made for makeup time as soon as possible to successfully complete the course. (See *Nursing Student Policy Handbook*, "Attendance Policy").
6) Course failure is to be reported to the Team Leader, Undergraduate Program Director, and the Chair of the Department of Nursing within three business days.

Q. Student Safety in the Clinical Setting

When a nursing student sustains an injury during their clinical practice, such as a physical injury, needle-stick injury, or exposure to communicable disease, the goal is to obtain the appropriate treatment in a timely manner. The following protocols should be adhered to ensure appropriate treatment and documentation.

1) Student will report the injury to the faculty member immediately.
2) Student/faculty member will inform the supervisor at the clinical site.
3) Student will complete an incident report per the clinical site's protocol and provide a copy of the incident report to the faculty member.
4) Student will complete CSUB Student/Visitor Injury Illness Report and submit to faculty. Form can be found at: https://maindata.csub.edu/media/42901/download?inline

5) Student/faculty will decide on the appropriate level of medical treatment that should be sought based on the injury sustained and treatment be rendered within 24 hours of the injury

R. Nursing Student Lounge Guidelines

1) The nursing student lounge is reserved for students currently enrolled in the nursing program.
2) Students must demonstrate professional behavior and respect for the environment.
3) Be courteous towards others and respectful of all property.
4) Be mindful of other classrooms/offices nearby that may be in use.
5) Comply with Staff instructions and/or requests.
6) All individuals that use the Student Lounge must clean up after themselves.
7) Students are responsible for their personal items.
8) Do not tamper with artwork, fixtures, furniture, and/or property.
9) Report non-functioning equipment to the department administrative staff.
10) The fridge and coffee maker are available for students to use, however do not leave behind items.
11) Use of the Lounge is at your own risk—Staff, Faculty and CSUB are exempt from liability regarding lost, stolen, and damaged items and/or bodily injury.
12) Staff and Faculty reserve the right to close the student lounge and/or ask students to leave due to inappropriate behavior and/or conduct.

S. Mailbox Security Policy

Nursing faculty and staff members have internal mailboxes in The Nursing Administrative office. Students have internal mailboxes (designated by last name initial) in the Nursing Student Lounge.

The internal mailboxes and external mail drop areas are treated with the same respect as the U.S. mail delivery. It is not appropriate to go through another student's or faculty member's mail. Students are not to enter the mailroom in the Nursing administrative offices without expressed consent from the department chair, nursing faculty or administrative office personnel. Faculty or administrative office personnel must accompany the student while in the Nursing mailroom.

T. Student Representation on Departmental Committees

Each nursing class will identify a representative to attend three of the Nursing Department Committee meetings: The Nursing Organization Committee, the Undergraduate Program Committee, and the Program Evaluation Committee. It is the responsibility of the student representative to attend or send an alternate, and to report back to the nursing students in their respective class. It is also the responsibility of the students to provide the elected representatives with input so that they may adequately represent their colleagues at the meetings. Topics to be discussed at meetings must be addressed with the Departmental Committee Chair prior to the meeting for the item to be placed on the agenda.

U. Student Feedback

Student evaluation of specific courses, faculty, and level objectives is sought at many points during the nursing program as part of the Program Evaluation Plan. Course and Program evaluations are conducted using surveys. Students in each required course offered in the Nursing Department are asked to complete these evaluation surveys which report their assessment of the course content. In addition, evaluation of the faculty member's teaching is done in a formal manner through the SOCI (Student Opinionnaire on Courses and Instruction). These SOCIs are used both by individual faculty members and the University administration in a continuing effort to ensure that California State University, Bakersfield's instructional program is as effective as possible. The SOCI is administered during the last week of the semester prior to finals.

V. Lines of Communication

If students are having academic difficulty or other problems in any course, they should first ask their instructor for help to resolve the problem. If this does not result in resolution of the problem, the student needs to seek the assistance of the Team Leader for the course. If the difficulty and/or problems still persist, the student may then seek the assistance of the Undergraduate Program Director for problem resolution. If there is still a problem, the student should then seek the help of the Department of Nursing Chair.

Any unresolved issues can be referred to the CSUB ombudsman:
http://www.csub.edu/counselingcenter/ombudsman/index.html

W. Policy for Written Work and Use of APA Publication Manual

The Department of Nursing has adopted the APA guidelines as a standard for all written student papers, theses and reports. The APA Manual is available for purchase from the University Bookstore, and is a required textbook for each theory course.

The Publication Manual of the American Psychological Association (APA) provides guidelines to be used for writing and citations of others' work. Citations and referencing sources of information is an important component of professional writing. Failure to use citations can constitute plagiarism and may initiate the Academic Integrity violation process as detailed in Section IV. Students are required to use the latest version of the manual.

The Department of Nursing and individual faculty members will advise students of any accepted variations from the manual on a specific assignment or in a specific course. All papers will be typed unless expressly excused by individual faculty.

The APA *Publication Manual* contains guidelines for both student papers and professional manuscripts. Students are encouraged to be familiar with both but are required to use the guidelines for student papers found in the manual.

The most current Department APA Policy and Resources can be found on the CSUB Nursing Communication Center page on Canvas.

Section IV: Disciplinary & Related Policies

A. Academic Integrity Violation Process

The principles of truth and integrity are recognized as fundamental to a community of teachers and scholars. Students are expected to do all work assigned to them without unauthorized assistance and without giving unauthorized assistance. Students must adhere to the University's Academic Integrity Policy. This policy is part of CSUB's Student Conduct Code, which is administered through the Division of Student Affairs and the Dean of Students.

Academic dishonesty is a broad category of actions that may involve plagiarism, cheating, fraud or deception to gain an unfair academic advantage. These actions are detailed below:

Cheating: A broad category of actions that involve fraud and deception to improve a grade or obtain course credit e.g. submission of the same paper, or essentially the same paper for credit in a different course or intentionally utilizing someone else's work.

Plagiarism: Consists of the misuse of publications or unpublished works of another by claiming them as one's own. Plagiarism may consist of handing in someone else's work as one's own, copying or purchasing a pre-written composition and claiming it as one's own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation. Reuse of student's own work is also considered plagiarism.

Fabrication: Intentional falsification of information on class assignments or presentations.

Unauthorized Collaboration: Working with others without the specific permission of the instructor on assignments that will be submitted for a grade. This rule applies to in-class or online exams, papers, labs, or homework assignments. Student may not collaborate without faculty authorization. The use of Artificial Intelligence (AI), in the nursing courses will vary, please refer to your syllabus for direction. The CSUB AI Policy: https://www.csub.edu/its/security/ai-guidelines.shtml

Failure to Collaborate: Not contributing in a satisfactory manner to a group assignment/project.

In the Department of Nursing, Academic Integrity and Professionalism Violations will be handled in the following three ways:

1. **Written Assignments:**

   Minor violations will be documented using the "Notification of Violation of Academic Policies in Written Assignments" (see Appendix "E"). A student who violates the academic policy can receive a deduction in points or an assignment grade of zero. A copy of the notification will be placed in the student file along with a copy of the paper and/or assignment. The second minor violation in subsequent assignments and/or courses will be treated as a major violation and referred to the Dean of Students Office.

   Major violations will be documented using the "Notification of Violation of Academic Policies in Written Assignments" (see Appendix "E") and CSUB University's "Academic Integrity Violation Reporting" forms. A copy of the notification will be placed in the student file along with a copy of the paper and/or assignment. These violations will be reported to the Dean of Student's Office for adjudication to determine additional disciplinary sanctions.

2. **Professional Appearance Violations:**

Students are given appropriate dress code rules and regulations. Following these rules is essential for compliance with all clinical sites. Hospital and clinical agency policies are reviewed every two years to ensure the DON is following the appropriate guidelines.

Student dress code will reflect the most stringent rules to ensure we are meeting all community agency needs. Additional dress code rules may be added to the syllabus depending on hospital, department, or clinical agency needs. Students who report to clinical without proper dress code will be given a Professional Appearance Violation. These warnings will be kept in the student file. If the student receives two Professional Appearance Violations, they will receive one clinical warning.

3. **Clinical or Theory Violations:**

Minor Violations will be documented as a Theory or Clinical Warning, depending upon which type of course the violation occurs in. See course syllabus for further explanation. A student who violates the professionalism, clinical or theory expectations will receive a deduction in points, an assignment or course grade of zero, sent home with an unexcused absence, or expulsion. A copy of the Warning will be placed in the student file along with any appropriate documentation. Two minor violations in the same semester will initiate the DON Probation Policy.

Major Violations will be documented as a Theory or Clinical Warning, depending upon which type of course the violation occurs in. A copy of the notification will be placed in the student file along with any appropriate documentation. Major Violations will initiate the DON Probation Policy. These violations may also be reported to the Dean of Students Office for adjudication to determine additional disciplinary sanctions.

Grade Deductions:

Clinical and Theory warnings will reduce a student's final grade based on the type and number received:

1) Written assignment warnings will reduce the assignment grade based on the individual course syllabus or rubric.

2) Professional Appearance Violations as stated will not receive grade reduction until two are received in the same semester. Two violations will count as one clinical/theory warning and will have the same deduction as below.

3) Clinical warnings for being late will be handled by the individual class as to the deduction given—see syllabus.

4) All other clinical and theory violations will reduce the student final grade by the following:

- **a.** Level 2/First Semester: First violation 1%, Subsequent violations 2%,
- **b.** Level 2/Second Semester: All violations are 2%
- **c.** Level 3: All violations are 3% each
- **d.** Level 4: All violations are 3% each

B. Policies Related to Theory and Clinical Warnings

Overview

A student who fails to meet the ethical, professional, academic, or clinical standards of the Department of Nursing (DON) will receive a written warning, a possible failing grade, placed on DON probation, or may be dismissed from the nursing program.

Written Clinical or Theory Warning

A faculty member may issue a written Clinical or Theory warning to a student who has exhibited behavior that violates the standards of the DON. The procedure for a written warning is followed unless the circumstances warrant an immediate dismissal from a course or from the program.

Procedure for Written Clinical or Theory Warning

- The faculty member may issue a student a written warning with or without prior verbal corrections and/or counseling.
- A student may receive a written warning:
    - If their course grade is below the C (73%) grade requirement or your faculty is concerned about your ability to pass the course, you will receive a notice of potential failure. (Course reduction does not apply).
    - At any time when a faculty member determines that a student has violated the ethical, professional, academic and/or clinical standards of the DON. (Course reduction applies).
- The faculty member and student will review the violation and written plan of action for remediation and correction including timelines, expected changes in student behavior, and remedial activities.
- The faculty member issues the written warning with their signature and the date it was presented to the student. The student is requested to sign and date the warning, acknowledging that the student agrees that the document has been read and understood. If the student does not sign, the faculty member notes the student's refusal to sign and places the document in the student's file with a summary of the faculty member's student conference.
- The student receives the copy of the written warning. The written warning will be sent through campus email.
- The original written warning is placed in the student's file.
- Written warnings are tracked on the "Clinical / Theory Warning Academic Integrity / Failure Notification Log Sheet" by the Nursing Office.
- Second violations or major violations will place a student on DON Probation.

C. DON Probation Policy

When a student is placed on DON probation, the following actions will take place:

1) Faculty notifies the student via email, includes the Academic Learning Improvement Plan (ALIP) (see Appendix G) and required date of completion. The Student Success Coach is also notified via email.
2) The student is required to complete the ALIP as directed and make an appointment with the Student Success Coach to review the ALIP.

The Student Success Coach and the student will jointly develop a plan outlining the actions that must be completed for DON probation to be removed. A copy of the completed ALIP will be placed in the student's file.

3) The Student Success Coach will determine the level of participation allowed by the student in Nursing Department extracurricular/ service- learning activities. (Example: CNSA, CPHC, Global Learning, and Class Officer position)
4) Student will meet with Assistant Chair or Department Chair to review their progress if deemed necessary by the Student Success Coach.

DON probation will be removed, and a student returned to 'good standing' when all the following conditions exist:

1) All course final grades are 73% or above
2) Satisfaction of Academic Learning Improvement Plan (ALIP)

D. Policies Related to Course Failure

A course failure is defined as a failure to meet ethical, professional, academic, and/or clinical standards of the Department of Nursing and/or course. A clinical failure may be assigned at any point during the course. A theory failure will be assigned upon final grade determination.

Procedure for Course Failure:

- A verbal or written warning may precede a course failure. However, no previous warning is required if ethical, professional, or clinical behaviors have occurred that constitute a serious departure from the standards of practice or if the student has demonstrated that they are incapable of rendering safe care.
- The student is informed that they have failed when a faculty member determines that:
    - The student has violated ethical, professional, and/or clinical standards OR
    - The student has not met the clinical course objectives OR
    - The student has not met the course objectives with a grade of C (73%) or better OR
    - The student has demonstrated that they are not capable of rendering safe care.
- The faculty member's final decision to fail a student is made in collaboration with the Team Leader. The Team Leader notifies the Director of the Undergraduate Program and the Department Chair of the failure.
- The student is no longer permitted to practice in the clinical setting upon notification of a clinical failure.
- The faculty member provides the student with written documentation of the course failure within five business days of the incident following verbal notification of the course failure.
- Written documentation includes:
    - Description of the incident(s) that constitute the breach, deficiencies and or practices leading to the clinical failure, or standards of practice violated, as applicable.
    - Dates, times, places, and other evidence, as applicable.
    - Results of final grade calculation.
- The faculty member reviews and dates the written documentation, and both the faculty

and student sign the document. By signing the documentation, the student agrees that the document has been read and understood. If the student does not sign, the faculty member notes the student's refusal to sign and places the document in the student's file with a summary of the faculty member's student conference.

- The student receives the written course failure notice document by campus email
- The student has five business days after receiving written notification of the course failure to respond to the faculty member and Director of the Undergraduate Program if they disagree with the course failure.
- The student and Department Chair or Undergraduate Program Director will meet to resolve any areas of disagreement.
- After one course failure, the student may petition the Undergraduate Program Committee for consideration to continue in the nursing program. The student, if allowed to continue, must complete a refresher course during the semester prior to repetition of the failed course. The student must then repeat the entire failed course. Admission to the course is based on space availability and other Departmental resources. Student will be placed in a theory refresher course if repeating a clinical course.
- If a second course is failed, the student will be dismissed from the program. Exception if two courses are failed in the same semester the student can petition for re-entry.
- The student is allowed to complete non-clinical nursing courses in which they are enrolled for that semester.
- Student should follow up with Financial Aid and / or Admissions in regard to their CSUB student status.

The Chair of the Department of Nursing will:

- Apprise the student verbally of the decision for dismissal from the Nursing Program.
- Send a letter to the student concerning the dismissal.
- The student is not allowed to register for any future nursing courses.

Student Grievance Process

California State University, Bakersfield offers students a process whereby they may grieve a grade or non-academic situation. Complaints and grievances are covered under the policy known as "Student Complaint and Grievance Procedures". Students may initiate a complaint or grievance against faculty, administrators, staff in admissions and records, financial aid, counseling, placement or other student services offices. The complaint and grievance may be filed if an individual or office has failed to comply with written campus policies or procedures.

The Student Complaint and Grievance Procedures are detailed here:

https://maindata.csub.edu/media/34846/download?inline=

Additional information about Student Complaints and Grievances are at this website:

https://www.csub.edu/academicprograms/student-complaints-and-grievances

E. Clinical Remediation Policy

Rationale:
Clinical Instructors are sometimes faced with students who are unable to perform clinical skills satisfactorily in the clinical setting. There is a need for a process that is uniformly applied within the Department of Nursing when this need arises and that clearly outlines the responsibilities of the nursing student, the nursing faculty, and the nursing sim center and skills lab staff.

Process:
When the clinical instructor identifies a student, who is performing below expectations, the faculty will require remediation. This can take place with or without a clinical warning depending on the performance demonstrated. The faculty will complete the Remediation Form (Appendix X) outlining the deficient behavior and required expectations, including the timeline for completion of remedial activities. The Clinical Remediation form (Appendix F), will be distributed to:

a. The student (with their clinical warning if applicable)
b. The student's file
c. The Clinical Team Leader

The student is responsible for arranging skills lab practice time. The student should refer to Open Skills Lab schedule to determine when the skills lab staff will be available to oversee practice. If there are no available practice times, the student will need to consult with the clinical faculty. Required practice hours must be documented by the skills lab staff.

Clinical remediation may be evaluated in one of two ways: 1) the student simply completes the required didactic review and clinical practice hours; and/or 2) the student must return demonstrate the deficient skill. If return demonstration is required, it is the responsibility of the clinical faculty to oversee the return demonstration (i.e. the skills lab staff will not document skill proficiency only that practice has occurred).

Documentation:
When the remediation plan is successfully completed, the clinical faculty should document this in the student file under "Evaluation" on the Remediation Form. Additional narrative notes should be placed in the students file, as needed.

Section V. Support Services/Student Organizations

A. Financial Aid

Financial Aid & Scholarships

Please make an effort to visit the CSUB Financial Aid & Scholarships home page at www.csub.edu/finaid. The home page provides detailed information about how to apply for financial aid as well as a description of the various types of financial aid including grants, loans, scholarships, tax credits, and work-study.

Special Scholarships

Various organizations make money available to student nurses who are in need of financial assistance. These scholarships usually defray the expenses of books, uniforms, and fees. For any of these types of scholarships, announcements will be posted on the Nursing Communication Canvas Page.

B. Special Scholarships Awarded by the Scholarship and Awards Committee

Procedures

1. Students will be given information about the availability of scholarships through the Financial Aid Office (see link above).
2. The Financial Aid Office and the Dean's office will notify the New name committee when scholarships are ready to be awarded.
3. The New name Committee (in the nursing department) will select the recipients of scholarships and awards based on specified selection criteria from the financial aid office and forward the information to NSME and Financial Aid
4. The Financial Aid Office will notify students about their selection.

C. Support Services and Resources

Several support services and resources are available to all students at CSUB. Please access these services through the links provided below.

- CSUB Counseling Center
- Student Health Services
- Services for Students with Disabilities (SSD)
- Basic Needs
- Tutoring Center/ Writing Resource Center
- Center for Community Engagement and Career Education

D. Service-Learning Courses

NURS 4844: Service Learning and Nursing Leadership in the Community (California Student Nurses Association)

The California Nursing Student Association (CNSA) at CSUB is one of the fifty state constituent units of the National Student Nurses Association (NSNA). CNSA is a statewide community advancing the transition of the student to professional nurse through leadership development, education, mentorship, advocacy, activism, and stewardship. CNSA at CSUB is open to any currently enrolled nursing student at CSUB. As a student nurse you are preparing to be one of the future leaders of the nursing profession. CNSA offers the opportunity to take part in the challenging and exciting field of nursing. Through membership and participation, you can develop the skills necessary for leadership and decision making by having the experience of voting, running for office, and participating in activities, plans, and programs. For students entering the nursing field, CNSA will offer the opportunity to meet and exchange ideas with other student nurses and to work together to reach common goals. Offered on a credit/no-credit basis only. May be repeated up to a maximum of 6 units.

For more information on CNSA please visit their website at: https://www.cnsa.org/

NURS 4845:Service Learning and Nursing Leadership in the Community (Community Preventive Health Collaborative)

Community Preventive Health Collaborative (CPHC) is a program that allows nursing students to perform health teaching, health screening, follow-up, and referrals to underserved and underinsured people in Kern County. CPHC was developed in 2011 in response to the increasing prevalence of chronic diseases in Kern County like coronary heart disease, hypertension, diabetes, and obesity. CPHC is open to any currently enrolled nursing student at CSUB. CPHC is offered as a one-unit optional course. Course requirements include t20 service hours and some reflective assignments.

CPHC offers the opportunity for nursing students to practice their clinical skills outside the classroom and gain confidence interacting with patients as well as their peers. CPHC also offers nursing students the chance to gain leadership skills as well as practice working in a team-centered environment. Nursing students who have experienced what CPHC has to offer, have found their experiences gratifying and valuable. CPHC offers an enriching and supportive environment for students who want to give back to their community.

NURS 4846: Service Learning and Nursing Leadership in Global Communities

Community service provides a high impact learning experience through volunteering in collaboration with a variety of health organizations. This course is designed to complement the learning of students entering a health profession. Students apply what they are learning in global settings and use self-reflection to evaluate their community service-learning experience. Student trips can vary from one to eleven days and take place out of the country. Students are eligible to travel once they have completed their first year of the nursing program. Each year the eligible trips are announced with dates/times/seats available. Trained faculty travel with students to facilitate their

community outreach activities. Scholarship and grant assistance help to offset the travel costs for students. First-time travelers are given preference over those that have already participated the preceding year, however if space is available, students can participate in more than one trip over the course of the nursing program. This is an amazing opportunity for student nurses to apply their new knowledge, develop culturally sensitive skills, identify health disparities, and view other healthcare systems. Come travel with us for these life-changing experiences!

Section VI: Appendices

A. Appendix A Canvas Forms

Appendix A1 Honor Commitment Form

The California State University, Bakersfield

Nursing Student Honor Commitment

The Honor Commitment is a personal commitment to honor and integrity which is self-imposed and not enforced by an outside authority. All students in the Department of Nursing pledge to follow the Honor Commitment.

The commitment reads as follows:

A unique aspect of higher education is its attempt to instill in the student a sense of honor and high principles that includes but extends beyond academics. An essential feature of the Department of Nursing at California State University, Bakersfield, is its commitment to an atmosphere of integrity and ethical conduct.

As a nursing student at CSUB, I accept as my personal responsibility the vigorous maintenance of high standards of honesty, truth, fairness, civility, and concern for others. My devotion to integrity establishes that I will not cheat in academic work and that I will adhere to the established and required community code of conduct.

According to the dictates of my own conscience, I will report behavior in the violation of such established standards. In addition, and beyond the requirements of any code or law, I confirm my own commitment to personal honor and integrity in all matters large and small.

Even though the idea of honor is an abstract one, by implementing this ideal, I join the men and women of the Department of Nursing at California State University Bakersfield, in making the concept of honor a reality.

(Adapted from the Honor Commitment of Duke University.)

I have received, read, and will abide by the Nursing Honor Commitment.

Name (Please Print):_____

Signature:_____ Date:_____

California State University, Bakersfield

Department of Nursing

Essential Functions

PHYSICAL AND MENTAL QUALIFICATIONS

A student with a disability has to have the disability verified by the Disability Services office at CSUB. It is to the student's advantage to do this as soon as possible in the quarter to assure that approved accommodations can be granted in a timely manner.

Essential Functions

There are essential functions or abilities necessary for admission and progression in the complex discipline of nursing at CSU Bakersfield. The candidate must be able to perform all of the essential functions each quarter. The Department of Nursing follows the CSUB nondiscrimination policy, and students requesting accommodations should contact the Disability Services office. These essential functions include, but are not limited to, the following:

Critical Thinking

A student must demonstrate critical thinking ability sufficient for clinical judgment.

1. Make effective clinical decisions.
2. Identify cause and effect relationships with clinical data.
3. Develop nursing care plans.
4. Perform math calculations requisite to safe dosage calculations and medication administration.
5. Read, synthesize, analyze, evaluate, and integrate material in the classroom and the clinical setting.

Professional-Ethical Conduct

A Student must possess the ability to reason morally and practice nursing in a professional and ethical manner.

1. Demonstrate integrity, honesty, responsibility and tolerance.
2. Abide by professional standards of practice.
3. Deliver compassionate care to all patient populations.

Interpersonal Skills

A student must demonstrate appropriate interpersonal abilities while interacting with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds.

1. Communicate effectively and sensitively with other students, faculty, staff, patients, families, and other professionals.
2. Demonstrate willingness and ability to give and receive feedback.

3. Develop mature, sensitive and effective relationships with clients.
4. Establish trust and rapport with clients and colleagues.

Communication

A student must have the ability to clearly communicate in oral and written forms, and to effectively interpret communication with others.

1. Use appropriate grammar, vocabulary, and syntax.
2. Effectively communicate nursing actions.
3. Appropriately interpret client responses.
4. Initiate health teaching.
5. Demonstrate accurate nursing documentation.
6. Accurately report patient information to members of the health care team.

Mobility and Stamina

A student must possess sufficient gross and fine motor skills and endurance to provide safe and effective nursing care in all health care settings.

1. Perform basic life support, including CPR.
2. Function in an emergency situation.
3. Safely assist a patient in moving (e.g., from wheelchair to commode, from chair to bed, lift and transfer from gurney to bed).
4. Calibrate and use equipment.
5. Perform treatments and procedures.
6. Apply pressure to stop bleeding.
7. Manipulate diagnostic instruments to adequately perform all aspects of a physical assessment.
8. Sit, stand, and move about in patient environments for 12 hour periods.

Tactile

1. Perform palpation and other functions necessary for a physical exam.
2. Assess texture, shape, size and vibration.
3. Note temperature changes in skin and equipment.
4. Perform therapeutic functions (e.g., inserting a urinary catheter or IV, change dressings, give medications).

Auditory

A student must have sufficient auditory ability to effectively monitor and assess health needs of patients.

1. Hear cries for help.
2. Hear alarms on equipment and overhead codes.
3. Hear ausculatory sounds using a stethoscope.
4. Hear and interpret verbal communication from patients.
5. Communicate over the telephone.

Visual

A student must possess visual ability for observation and assessment necessary in nursing care.

1. Observe patient responses (e.g., changes in skin color, grimaces).
2. See drainage on dressings and note characteristics of body fluids.
3. Note fluid levels in collection devices, syringes and infusion devices.
4. Read gauges that monitor patient progress (e.g., sphygmomanometer).
5. Discriminate colors for diagnostic purposes.
6. Assess movements of patients.
7. Observe patient behavior (e.g., in rehab or psychiatric facilities).

Behavioral-Emotional Health

A student must possess the emotional health required for full use of his or her intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities attendant to the care of patients.

1. Maintain mature, sensitive, and effective relationships with patients, students, staff, faculty and other professionals under even highly stressful situations.
2. Experience empathy for the situations and circumstances of others and effectively communicate that empathy.
3. Be willing to examine and change his or her behavior when it interferes with productive individual or team relationships.
4. Prioritize competing demands.
5. Function in stressful circumstances.
6. Separate own needs and experiences in order to maintain objectivity and client-centered care.
7. Adjust to changing circumstances.
8. Plan effectively and complete all assigned duties carefully.

I have read, understand, and comply with the Essential Functions list (A-I). I acknowledge the physical and mental requirements for the nursing program and I meet all of these requirements.

Print Name	**Signature**
Date	**Nursing Program Level (Sophomore/Junior/Senior)**

Appendix A3 Clinical Forms Checklist

BSN Student File
Clinical Forms
Checklist

Student Name: _____

CSUB ID: _____ **Date of Birth:** _____

Address:

_____

Phone #: _____ **CSUB Email:**

_____

Personal Email:

_____

Expected Graduation year: _____

Health Insurance: Yes/No/Decline to state

Provider: _____

Please initial below to verify that you have read and agreed to the terms outlined in each document.

A. _____Photo Release Agreement Form
B. _____Undergraduate Handbook Acknowledgment (must review the Handbook)
C. _____Guidelines for Professional Appearance
D. _____Academic Integrity Policy

Please sign below to verify that you have completely read and agreed to the terms outlined in each document.

Name (Please Print): _____

Signature: _____ Date: _____

Appendix A4 Confidentiality Statement

Confidentiality Statement

In the normal course of business, any person connected with an organization has the potential to come into contact with confidential information. In some cases, exposure to such information is coincidental or incidental; in others it is an integral part of the job function. This information may be personal, clinical, financial, or other. It may be computerized (that is, in electronic form), or in hard copy, or even oral in nature.

Examples of such confidential information include, but are not limited to: medical records, employee records, financial records and reports, information distributed to committee members to inform deliberation and decision making, and information found accidentally. It also includes information gained through discussion in committees, from employees, from patients and their families or friends, from external agencies, the media, or the medical staff, and so on.

It is the policy of the California State University, Bakersfield Department of Nursing to maintain confidential information in strict confidence, both while at clinic and when off duty. Therefore, all students who have access to confidential information are prohibited from disclosing such information in any unauthorized manner. They must use this information only in ways that are consistent with this commitment to confidentiality. Consistent with the principle of "need to know", it is also incumbent on all who are exposed to confidential information to see that they use only as much of such information as is needed to their job or perform their function.

It is policy of the California State University, Bakersfield Department of Nursing to maintain all aspects of confidentiality. Students are accountable for being aware of the legal implications in respecting the rights of others, especially the right to privacy. The following guidelines are strictly adhered to as per HIPAA:

- Confidentiality of client information must never be violated.
- Client personal, family or health related information may not be removed from the healthcare setting.
- Any written assignments must not have any client identifying information on them and are to be treated with confidentiality, i.e. **do not share any of the information or paperwork with others**.

It is also the responsibility of any who have contact with confidential information to preserve such records against loss, destruction, tampering and inappropriate access and use, including inappropriate disposal.

Any breach of confidentiality represents a failure to meet the legal, professional and ethical standards expected, and constitutes a violation of this policy. A breach need not take the form of a deliberate attempt to violate confidentially, but includes any unnecessary or unauthorized use or disclosure of confidential information-due to carelessness, curiosity or concern, or for personal gain or malice, including but not restricted to informal discussion. Such breaches may result in discipline and/or civil or criminal penalties.

Confidentiality Agreement

I understand the above statement of confidentially and agree to fulfill its expectations in my treatment of confidential information. Further, I understand that a violation or breach of this commitment to confidentially will be investigated and responded to in a manner to prevent a reoccurrence. I understand that I could also be subjected to disciplinary action that may include legal action.

_____ _____ _____

Name – please print Signature Date

Appendix A5 Annual Arrest/Conviction Attestation

ANNUAL ARREST/CONVICTION ATTESTATION

It is important that the California State Bakersfield Department of Nursing be informed of any civil or military arrests or convictions throughout the duration of your program of study. Infractions do not mandate disciplinary action, but may be necessary to adjust clinical placements, adequately advise students for post-graduation licensure, eligibility for post-graduation certification or post-graduation job placement. This annual arrest/conviction attestation is a reminder that this information must be shared with department administration. It is important that any infractions are reported immediately to the department administration; failure to promptly report new arrests or convictions may result in a forced withdrawal, suspension, and/or dismissal from the program.

Please mark the appropriate box, date, and sign the form and upload to Verified Credentials.

☐ **I have not** had an arrest or conviction of a misdemeanor or felony within the last year.

☐ **I have** had an arrest or conviction of a misdemeanor or felony within the last year, and I have notified department administration.

Printed Name: _____

_____ _____

Signature Date

Department of Nursing
California State University, Bakersfield
9001 Stockdale Hwy. • Bakersfield, CA 93311

661.654.2505 *csub.edu/nursing*

B. Appendix B Physician's Letter

The following statement can be printed for use by your physician to document your ability to return to clinical:

Dear Physician:

There are minimum entry level qualifications required for professional nursing practice for students in the nursing program at California State University, Bakersfield.

_____ is a student in the CSUB Undergraduate Nursing program and should provide you with a copy of the Essential Functions for Nursing Practice. Please complete the following:

To the Chair of the Nursing Department:

_____ (student name) has been under my care for a Medical Condition on _____ (date) I have reviewed the Essential Functions for Nursing Practice and certify that:

1. They may return to clinical practice with no restrictions.

a. Yes/No (circle one)

b. Comments:

Physician's Name _____

Physician's Signature _____

Date _____

C. Appendix C Nursing Lab Safety Agreement

CSUB Department of Nursing Lab Safety Agreement

1. Food and drink are ***not*** allowed in the laboratory ***at any time***.
2. Children are not allowed in the laboratory.
3. Students must wear their CSUB identification badge, school uniform, or community uniform at all times while in skills laboratory or simulation center. Shoes must cover the entire foot with no skin showing. Long hair must be tied back.
4. Hazardous equipment and/or materials may be present in the laboratory at any time. Do not move or tamper with any equipment or materials without proper authorization (this includes tables and chairs).
5. All walkways (including between tables) must be kept clear of chairs, backpacks and other personal items to maintain a means of egress and eliminate tripping hazards.
6. Know the location of all emergency exits, phone, fire extinguishers, first aid kit and the emergency eye wash/shower.
7. Students are not allowed in the Simulation Center and Skills Laboratory without faculty supervision, unless given express consent by the Skills Lab Coordinator, Nursing Chair, or Simulation center/Skills Lab Director.
8. Immediately report any injury or accident (including blood spills or needle injury) that occurs in the laboratory to faculty or Simulation Center/ Skills Lab Coordinator.
9. Immediately report any broken glass to the faculty Simulation Center/ Skills Lab Coordinator. Broken glass must be disposed of in a separate broken glass receptacle, ***not*** the trash can
10. Students are encouraged to report any special medical conditions to the faculty or Simulation Center/ Skills Lab Coordinator (i.e. latex or peanut allergy, etc.) that may inhibit laboratory activities.
11. Proper handling of laboratory equipment and material is the responsibility of the student. Read all labels and correctly follow procedures. Use safety goggles and gloves when appropriate.
12. Some equipment may pose electrical shock hazards. Do not tamper with, repair, or perform maintenance on any laboratory equipment. Alert the Skills/Sim staff or faculty if equipment is not functioning properly.
13. Students are responsible for the clean-up of their workstations and patient rooms in the Simulation Center.
14. Replace chairs, bedside tables, mannequins, beds and privacy curtains to their proper location.
15. All equipment must be returned to the area designated by the Skills/Sim Laboratory Coordinator at the end of each laboratory session.
16. The Computerized Patient Simulators are to be handled by TRAINED faculty or simulation/skills staff.
17. Trash and used disposable equipment should be placed in the proper containers before you leave. Contaminated equipment should be disposed of following specific policies and instructions.
18. Syringes and needles can only be used in the skills lab/simulation center or lecture room when faculty is available to supervise. Syringes and needles cannot be signed out or taken out of the nursing building by students.
19. Used needles must be disposed in designated red sharp containers and ***not*** the trash can.

20. Simulation Center and Skills Laboratory equipment and supplies are for clinical lab course work only.
21. Wash your hands before leaving the laboratory.
22. Any activity that places any student, faculty, staff, or campus property in danger will not be tolerated. This includes unauthorized removal of equipment, materials, and supplies from laboratories or classrooms.
23. Safety Data Sheets (SDS), for all chemicals used in this lab are available for student reference and are located in the SDS binders located in each lab.
24. In case of emergency, dial 2111 for the CSUB University Police.

Failure to comply with these policies will result in expulsion from the laboratory and the course.

D. Appendix D Policy for Students Practicing Procedures on Each Other

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

Department of Nursing

Policy for students practicing procedures on each other

In the course of the nursing program, when learning new skills, it is often useful for students to take the role of the patient. This enhances the learning experience in several ways:

1) for the practicing students in that a live "patient gives them a more realistic experience.

2) for the student "patient" since it gives her/him an idea of what the procedure is like from the patient's perspective and should help her/him be a more sensitive care-giver.

In asking the individual student to take on the patient role, the student's right to privacy and right to refuse a given procedure should be protected. Faculty will make every effort to protect student's privacy by making sure other students follow the same guidelines they would use in the hospital to avoid exposure of the patient. In the case of some procedures, such as baths, students will be given the opportunity to bring bathing suits or other appropriate clothing which provides more exposure, but not too much.

If a student chooses not to be a "patient" for a particular skill, such as an injection or bath, the instructor will arrange a simulated experience for that student's practice, unless another student is willing to take his/her turn as patient. Students will demonstrate IV insertion in N2131 skills lab.

Certain procedures may be deemed by the faculty to be unsuitable or potentially dangerous for students to practice on each other. Each faculty team or the total faculty will make this decision when the occasion arises.

Students may not practice any invasive procedure on another student unless there is faculty supervision and it is in the skills laboratory. At no time is an invasive procedure to be performed on any person or client outside of the nursing classes or clinical area unless supervised by a faculty member.

Please sign and return one copy to your clinical faculty.

I have read and understand the above policy.

Name: _____

Signature: _____

Date: _____

E. Appendix E Notification of Violation of Academic Policies in Written Assignments

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

Department of Nursing

Notification of Violation of Academic Policies in Written Assignments

Student Name: _____ Date: _____

Course: _____ Semester/Year: _____

Minor Violation: The paper you submitted for this course has the following minor problem(s).
A copy of your paper will be placed in your student file. If a minor violation occurs in subsequent assignments and/or courses, then you will receive a major violation warning and referred to the Office of Student Rights and Responsibilities (OSRR):

_____ Direct quote without one or two of the following:
- _____ author
- _____ year
- _____ page numbers
- _____ quotation marks

_____ Paraphrasing without citation (minor)

_____ Excessive use of reference material and little or no original student writing.

The following action has been taken:

_____ Deducted points for the assignment (see grading rubric or grading criteria)

_____ Assigned a grade of zero for the assignment

Major Violation: The paper you submitted for this course has the following major problem(s). A copy of your paper will be placed in your student file. In addition to this warning, an Academic Integrity Violation Report Form will be completed and forwarded to the OSRR for further action:

_____ Direct quote without three or four of the following:
- _____ author
- _____ year
- _____ page numbers
- _____ quotation marks

_____ Use of a paper (or essentially the same paper) you submitted in another course

_____ Use of another student's paper or a purchased paper

_____ Paraphrasing without citation (major)

_____ Previous minor violation documented

The following action has been taken:

_____ Deducted points for the assignment (see grading rubric or grading criteria)

_____ Assigned a grade of zero for the assignment

_____ Assigned a grade of F for the course

_____ Student Violation letter given/Academic Integrity Violation Report Form submitted to OSRR

This warning will be placed in your Department of Nursing student file and will represent notification of your violation of academic integrity policies. Please refer to the University's Academic Integrity Policy found in the current online CSUB Catalog under Section XI Academic Information.

_____	_____	_____	_____
Faculty Signature	Date	Student Signature	Date

Current as of 2025 KJB

F. Appendix F Clinical Remediation Form

California State University Bakersfield
Department of Nursing

Clinical Remediation Form

Date: _____ Course Number/Section: _____

Student Name: _____

Clinical Faculty: _____

Part A: Need for clinical remediation
To be completed with Clinical Warning, which must be attached to this form

Required remediation (check as applicable):

☐ Review didactic information (i.e., reading assignments, videos, etc.)
☐ Skills lab practice

Hours practice required (to be documented by skills lab staff):_____

Skills to be practiced:

_____

_____

_____

Evaluation (check as applicable):

☐ Complete remediation requirements as outlined above
☐ Return demonstration of skill (to be documented by student assistant)

_____
Student Assistant Signature

Part B: Documentation of completion
To be done when student has completed his/her remediation

☐ Clinical remediation plan was satisfactorily completed as outlined above

_____ _____
Date Faculty Signature

Copy to: Student, Student file, Faculty, Team Leader 2017; Rev. 05/2024

G. ACADEMIC LEARNING IMPROVEMENT PLAN (ALIP)
Instructions

This document will ask you to evaluate your study habits, professionalism and current performances, and outline a future plan for success. Please set aside sufficient time to complete all sections thoroughly. There are no "right" answers; the information you provide in response to the questions in Sections I through VII will help you identify and understand your strengths and weaknesses. It will also assist you to form the basis for your ALIP Plan in Section VIII. Therefore, it is crucial that you answer the questions as honestly and accurately as possible. Complete Sections II-V Only if the Academic Probation is related to low grades. You have five business days to complete this form and email to your Faculty Instructor, Team Leader (if a clinical course), and Success Coach.

Please type responses in designated fields and submit completed electronic copy as instructed.

SECTION I: GENERAL INFORMATION

Student Name (Last, First) _____ Student ID Number _____ Date _____

Date Academic Probation Initiated _____ Semester ALIP Implemented/Level in Nursing Program _____

Most recent completed term GPA: _____ Current cumulative GPA:_____

Please list current semester courses and current grades:

Course Name/Number	Grade

For the following sections, please provide honest, accurate responses to the questions regarding the study habits and strategies that you have utilized so far in the program. Do not provide responses that reflect actions you intend to take in the future. Please attach additional sheets if necessary, referencing the section and question number(s) to which you are responding.

SECTION II:(For Probation Due to Grades) ORGANIZATION, PREPARATION, AND REVIEW

1. Describe how you have organized your study schedule, including any tools or methods used. Do you follow the same study schedule each week?

2. How do you prepare for class? Articulate specific strategies or practices you have used.

3. Describe how you have allocated your time in preparing for class. For example, is your class preparation time spread out over the entire week (including weekends), during the weekdays, only during the weekends, the night before class, etc.?

4. What do you do with the material you read in preparation for class and the notes you have taken during the class once the class is over?

5. At any given time, how much time do you spend reviewing or reading material? How often do you take a break? How long are your breaks?

SECTION III: (For Probation Due to Grades) CLASS ENGAGEMENT

1. Approximately how many classes do you miss each semester? What are your reasons for missing class?

2. How do you make up the material for classes you missed?

3. Describe how you take notes during class.

4. Do you participate in class and ask questions when concepts are not clear?

5. Do you tend to "lose focus" in class? How often? What causes you to "become distracted?"

SECTION IV: (For Probation Due to Grades) SUPPLEMENTAL ASSISTANCE

1. Do you see your course faculty for questions or assistance with the material? If no, please explain why.

2. Do you belong to a study group? How many students are in your group? Describe how often you meet, and how your group works together and studies.

3. Have you worked with the success coach? If yes, how often did you go and how did it help? If no, why did you not attend?

4. Have you utilized any tutoring services? Please explain and how it helped.

SECTION V: (For Probation Due to Grades) QUIZ AND EXAM PREPARATION

1. Describe how you prepare for quizzes and how much time you allocate to preparation.

2. Describe how you prepare for exams and how much time you allocate to preparation.

SECTION VI: OUTSIDE ACTIVITIES

1. Do you work outside of class? If yes, please describe the type of work and the number of hours each week.

2. Are you involved in school-related extracurricular activities? If yes, please describe and the number of hours each week you spend.

3. Do you think the distance you live from school affects the time you have available for academics?

4. What other outside activities or issues do you think might impact your academic focus?

5. Do you have a supportive environment that affects your learning?

SECTION VII: SELF-REFLECTION

Please describe any circumstances which have affected your academic and/or professional performance.

SECTION VIII: ACADEMIC LEARNING IMPROVEMENT PLAN

Based on my academic history, I know that I am successful when I do the following things. Therefore, I commit to the following (please use numbered list):

Based on my academic history, I commit to the following actions to overcome my challenges and barriers to academic success (please use numbered list):

Submitted by_____Date_____

FOR CSUB FACULTY AND SUCCESS COACH USE ONLY

Additional recommendations or requirements offered by Success Coach during student conference:

_____ _____

To be completed by student (please initial):

_____ I have read, understand, and had my questions answered regarding this Academic Learning Improvement Plan (ALIP).
_____ I understand the recommendations and/or requirements of this ALIP.
_____ I agree to abide by this ALIP and understand that my engagement with this ALIP may be considered in future decisions by the department regarding my academic standing.
_____ I have received a copy of this ALIP.

_____ _____
Student Signature Date

_____ _____
Success Coach Signature Date

- The student has successfully completed the ALIP
- The student has completed the course with a passing grade.
- A copy of this ALIP has been submitted to the front office for the student file.

_____ _____
Success Coach Signature Date