



Health Care Informatics Student Handbook

2015-2016

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INTRODUCTION

This handbook is intended to provide information for the MS and MSN Health Care Informatics (HCI) programs at the Hahn School of Nursing and Health Science (HSON) at the University of San Diego. Students are responsible for the information contained in this handbook, the *Archways Student Handbook* and the *University of San Diego Graduate Bulletin*. Refer to the *Graduate Bulletin* and this handbook to ascertain important dates and information.

It is the individual responsibility of the student to keep abreast of any and all changes made in the aforementioned catalogs and handbooks. This includes any and all penalties that may be incurred due to failure to adhere to an established policy or procedure. (Additional information can be found on-line in the *Archways Student Handbook* under *Student Code of Rights and Responsibilities*). The hope is that the information provided in this handbook contributes to an enjoyable and successful personal and academic journey for you at USD.

HSON HANDBOOK REVIEW FORM

All students are required to read the Student Handbook, abide by the policies and procedures written in the Handbook, sign the Handbook Review Form in the back of the book, and return it to the Master's and International Nursing Office within one week of receipt of the book.

For additional questions or clarification regarding this policy, please contact the Master's and International Nursing Office at 619-260-7608. Failure to comply with the signing of this form may result in dismissal from the program if the situation warrants it.

PHILOSOPHY OF THE SCHOOL OF NURSING AND HEALTH SCIENCE

The faculty of the HSON views individuals as unique holistic beings in dynamic interaction with an ever-changing environment. Each person has the potential for self-direction and self-actualization. The faculty believes clients have the right to engage actively in decisions relative to their health and health care. An individual's potential is achieved through interaction with larger systems such as the family, community, and society.

Health is a dynamic state of being which is self-perceived and delineated by certain empirical parameters. This state of being is positively or negatively influenced by interactions with the environment, including the health care system. The faculty believe the health needs of clients are best served by a delivery system that is innovative and responsive to the needs of all people.

Nursing is a scientific discipline, which engages in scholarly inquiry to expand its body of knowledge as a foundation for excellence in clinical practice. Nursing care is the translation of intellectual effort into humanistic interventions, which respect the

dignity, and worth of each person throughout the life span. Implicit in nursing practice is accountability to individuals, families, and communities to promote, maintain, and restore health.

The faculty believes that learning is a continuing process that involves changes in knowledge, attitudes, and behaviors. Consistent with this belief, the faculty provides learning experiences that foster critical thinking and believe that students are accountable for their own learning. The faculty believes that they have a responsibility to assist students to advance in the community of nursing scholars.

The faculty of the HSON exemplifies, through teaching, research, and clinical practice, the personal and professional characteristics they seek to develop in their students. They serve as catalysts for students' learning, contributors to nursing's expanding body of knowledge, and role models in clinical practice.

MISSION STATEMENT

The mission of the Hahn School of Nursing and Health Science, in keeping with that of the university, is to prepare graduates committed to an ongoing search for truth in the context of intellectual openness. This commitment is fostered by teaching excellence and values-based curriculum, which emphasizes the dignity of the individual. The intent of all programs is to graduate individuals who exhibit excellence in clinical practice, a multicultural perspective, and appreciation of the needs of vulnerable populations. Students and faculty share responsibility for the development of collaborative partnerships with one another, the community, and society at large. It is also part of the mission of the school to provide a learning environment that addresses the needs of the whole student. This effort is supported by the facilities and services of the larger university as well as by interactions between students and faculty. Finally, it is the purpose of the school to support scholarly endeavors that contribute to social change in ways that foster health.

GOALS AND OBJECTIVES

The HCI MS and MSN programs support the University's mission and philosophy by preparing students to work with diverse groups through its emphasis on health care for vulnerable populations. Faculty are committed to teaching excellence and a values-based curriculum, continuing to emphasize the value and dignity of each individual. The intent of all programs is to graduate masters-prepared informaticians who are individuals that display excellence, a multicultural perspective, and appreciation of the needs of vulnerable populations. Students and faculty equally share responsibility for the development of collaborative partnerships with one another, the community, and society at large. The HSON is prepared to provide a learning environment that addresses the needs of students. This effort is supported by the facilities and services of the larger university as well as by interactions between

students and faculty. Finally, the HSON supports scholarly endeavors by graduates that will contribute to social change in ways that foster health.

Core Values of the HSON

- Cultural respect and sensitivity for self and others
- Ethical, moral, behaviors
- Commitment and loyalty
- Compassion, empathy, advocacy, support
- Honesty and integrity
- Flexibility and creativity
- Professionalism
- Leadership
- Excellence
- Self-directed learning
- Teaching/learning/praxis
- Critical thinking
- Scholarship

Program Outcomes for Students in the MS and MSN: HCI Programs

The goals of the HCI program are consistent with the American Association of Colleges of Nursing (AACN) and *MSN Essentials* document:

1. Provide leadership in integrating research into practice.
2. Utilize research-based evidence as a foundation for practice.
3. Apply information technology to enhance health care education, practice, and research.
4. Engage in multi-sectoral collaboration to improve health care delivery, assuming responsibility as deemed appropriate.
5. Provide leadership in formulating and implementing policy that contributes to ongoing improvement of health care delivery.
6. Practice from an ethical and legal perspective that acknowledges conflicting values and rights as they affect health care decisions.
7. Assume and develop advanced roles to meet societal needs in a rapidly changing national and global health care arena.
8. Provide innovative services that promote health and quality of life for culturally diverse individuals, families and populations.
9. Analyze emerging issues in health care, technologies and society as a basis for enacting social change in ways that foster health.

ACCREDITATION/APPROVAL

The HSON is accredited by the Western Association of Schools and Colleges (WASC) and the Commission on Collegiate Nursing Education (CCNE).

HCI TRACK CURRICULUM

The HCI curriculum integrates health care technology, leadership, and business knowledge and skills in preparing graduates for leadership in healthcare informatics in a variety of positions within health care organizations. Dr. Jonathan Mack coordinates the HCI track and serves as advisor to all HCI students.

The HCI track consists of 33 units of part-time academic study. Outlined below is a typical program of study that incorporates scheduling frequency and course prerequisites.

HCI MSN Program Plan

Fall Semester, Year One

HCIN 540 Introduction to Health Care Information Management	3 units
HCIN 542 Systems Analysis and Design for Health Informatics	3 units
MSNC 511 Evidence Based Practice: Role of Theory and Research	3 units

Spring Semester, Year One

HCIN 543 Database Design and Knowledge Management	3 units
MSNC 512 Influencing the Health Care Environment: Policy and Systems	3 units

Summer Session, Year One

ENLC 553 Financial Management in Health Systems	3 units
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Fall Semester, Year Two

ENLC 556 Management of Health Care System Quality Outcomes and Patient Safety	3 units
MSNC 507 Statistics	3 units

Spring Semester, Year Two

HCIN 544 Advanced Health Care Information Management	3 units
ENLC 557 Strategic Planning and Management of Health Systems	3 units

Summer Session, Year Two

HCIN 545 Residency in Health Care Informatics Capstone	3 units
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HCI MS Program Plan

Fall Semester, Year One

HCIN 540 Introduction to Health Care Information Management	3 units
HCIN 541 Introduction to Health Care Delivery Systems	3 units
HCIN 542 Systems Analysis and Design for Health Informatics	3 units

Spring Semester, Year One

HCIN 543 Database Design and Knowledge Management	3 units
ENLC 557 Strategic Planning and Management of Health Systems	3 units

Summer Session, Year One

ENLC 500 Health Care Leadership, Values and Social Justice	3 units
ENLC 553 Financial Management in Health Systems	3 units

Fall Semester, Year Two

ENLC 556 Mgmt. of Health Care System Quality Outcomes and Patient Safety	3 units
MSNC 507 Statistics	3 units

Spring Semester, Year Two

HCIN 544 Advanced Health Care Information Management	3 units
HCIN 545 Residency in Health Care Informatics Capstone	3 units

COURSE DESCRIPTIONS FOR HCI PROGRAM

ENLC 500 Health Care Leadership, Values, and Social Justice (3)

Examines leadership theories, corporate ethics, values-focused strategies and principals of social and health care justice that can be actualized across the spectrum of health care settings. Synthesis of the literature is required to support development of clinical project relevant to a health care setting.

ENLC 553 Financial Management in Health Systems (3)

Provides a forum for the exploration and evaluation of the financial environment of the health care industry and how it specifically affects the role of the nurse manager and the nurse executive. The course will emphasize the development of practical financial analysis skills that will provide students with a foundation for immediate application within the health care delivery system.

ENLC 556 Mgmt. of Health Care System Quality Outcomes and Patient Safety (3)

Focuses on the evaluation of patient safety and quality of care outcomes from the systems perspective. Explores theoretical and methodological foundations for understanding and applying patient safety and quality of care outcomes within the current health care environment. Reviews safety application in other high-risk industries with application to nursing and the healthcare industry. Emphasizes identification, implementation, evaluation of quality indicators for patient safety and other patient outcomes. Evaluates patient safety and quality indicators for their sensitivity and specificity to clinical care. Addresses the role of leadership in error prevention and maintenance of a culture of patient safety.

ENLC 557 Strategic Planning and Management of Health Systems (3)

Emphasizes strategic planning and management as requisite to growth and survival of health care systems. Acquaints students with the language, processes, tools, and techniques of strategic planning and marketing that will enable them to contribute effectively to strategic thinking and action in health care systems.

HCIN 540 Introduction to Health Care Information Management (3)

Provides students with necessary skills to understand the basis for health care informatics. Emphasizes basic understanding of computer hardware, network architecture, clinical application of electronic health records, and health care software applications. Includes relevant regulatory, patient privacy, security, and reimbursement issues. Examines current trends in meaningful use and electronic health record (EHR) certification as a foundation for understanding emerging issues in health care informatics.

HCIN 541 Introduction to Health Care Delivery Systems (3)

Provides an overview of the health care delivery system, professional roles, care delivery models, and relevant regulatory environment in the United States. Overviews common chronic and acute disease states that drive the U.S. healthcare system to provide the student with context for care delivery models. Intended for non-clinician students or individuals who lack significant professional health care employment experience. For students who do not have a health care background; to be determined by HCI Program Coordinator.

HCIN 542 Systems Analysis and Design for Health Care Informatics (3)

Prepares students in the planning, analysis, design, and implementation of computer-based information and technology systems. Includes systems development life cycle, project management skills, requirement analysis and specification, feasibility and cost-

benefit analysis, logical and physical design, prototyping, system validation, deployment, human factors, and post-implementation review.

HCIN 543 Database Design and Knowledge Management (3)

Provides opportunities to gain advanced skills in data and knowledge management. Addresses applied skills in database design, data structure, modeling, and development of database management systems to resolve problems in health care informatics and research settings. Also focuses on development of fundamental skills in knowledge management and knowledge engineering as applied to the health care environment. Provides an overview of national health care databases such as National Database of Nursing Quality Indicators (NDNQI) and Centers for Medicare and Medicaid Services (CMS) Core measures and data mining techniques. Promotes skills in accessing clinical databases to resolve selected clinical problems.

HCIN 544 Advanced Health Care Information Management (3)

Provides information and skills necessary for leadership in informatics roles in health care systems. Emphasizes design, implementation, and evaluation of electronic health record systems and clinical decision support systems. Also addresses regulatory, reimbursement, ethical issues, and emerging technology in health care informatics.

HCIN 545 Residency in Health Care Informatics Capstone (3)

Provides an integrative field experience to synthesize and apply knowledge attained in the HCIN core courses. Includes related practices and seminar experiences that foster achievement of career goals related to health care informatics.

HCIN 550 Health Care Six Sigma, Green Belt (3)

Employs the structured Six Sigma “DMAIC” methodology: Define, Measure, Analyze, Improve, and Control to introduce principles, tools, and techniques to improve processes within a health care organization. Enables students to apply the Six Sigma model to improve such systems as: patient throughput, clinical diagnostics reporting, and care delivery redesign. Defines tools and techniques of Six Sigma in order to successfully develop, launch, and transition a project through each phase terminating with an evaluation phase.

HCIN 551 Introduction to Geohealth (3)

Enhances the student’s familiarity and builds competence in using geographic information systems (GIS) applied to health surveillance and research. Provides the student interactive experiences to map clinic data and to conduct geographic modeling decisions. Incorporates an active learning environment to provide students an opportunity to develop a practical understanding of GIS software.

HCIN 552 Clinical Documentation: Electronic Medical Record Systems (3)

Introduces theory and applied practice of clinical documentation systems. Includes hands on experience with the use of Epic and Cerner electronic medical record systems (EMR). Chronicles historical trends in the development and evolution of clinical documentation systems. Explores hardware/software development requirements for EMRs and application of EMR data for: quality, risk assessment, billing, and research applications. Includes overview of clinical devices that assist in medication administration such as BCMA (Bar Code Medication Administration). Applies problem-based learning to the development of clinical rules and alert systems for both Clinical Decision Support (CDS) and CPOE (computerized Physician Order entry) systems. Course emphasizes regulatory requirements for electronic medical records to include: HIPPA, Meaningful Use Requirements, security applications, and federal breach reporting.

HCIN 553 Clinical Documentation Systems: Specialist Role (3)

Provide a basic understanding of the electronic medical record and how digital billing systems are evolving to meet the clinical documentation needs of health care organizations. Fosters skills in applying diagnostic coding standards to meet quality, regulatory and billing requirements, including: code book formats; coding techniques; formats of the ICD, DRG, and CPT manuals; health insurance; billing, reimbursement, and collections. Course examines federal regulations covering billing and patient privacy (HIPPA).

HCIN 554: Telehealth and Emerging Technology (3)

Provides an introduction to the emerging discipline of telehealth. Provides a historical perspective of remote monitoring of patients using various types of telehealth, including video conferencing, telephonic, and home based sensors. Includes an overview of relevant hardware and software requirements for a telehealth program. Includes federal and state regulations covering telehealth practice and reimbursement models by Medicare, Medicaid and other insurers. Includes consumer grade health monitoring devices and emerging health care technology.

MSNC 511: Evidence Based Practice: Role of Theory and Research (3)

Focuses on the critical links between nursing theory, research and evidence based practice. Examines the theoretical foundations of nursing science including how theory has influenced the history and current practice of nursing. Emphasizes the importance of research for building an evidence base for nursing practice. Reviews the components of evidence-based practice, with emphasis placed on knowledgeable appraisal of theory and research to evaluate the evidence base for clinical practice.

MSNC 512 Influencing the Health Care Environment: Policy and Systems (3)

Provides an understanding of nursing's leadership role in the analysis and evaluation of policy, organization, and financing of health care. Focusing on the organization of health care systems, the political and economic forces that influence health care delivery, and the formulation of policies affecting health care.

MSNC 507 Statistics (3)

Examines a variety of quantitative research designs and data collection and statistical analysis procedures appropriate to each. Students interpret statistical computer output.

Capstone Project Description

The Capstone Project represents one of the most significant elements of the Health Care Informatics (HCI) curriculum. The project integrates all facets of the learning experience and provides the student an opportunity to demonstrate the ability to apply the tools and knowledge acquired during the program to an actual problem encountered in the health care environment. The Capstone project is proposed by the Student and is conducted in collaboration with an agency. The HCI student will meet with an assigned faculty mentor who will guide the student in the topic selection and construction of the proposal. The student is free to focus on an area of career interest or a specific project identified during a residency experience.

Goals of Capstone Project

Demonstrate general knowledge of health care informatics, project management, leadership, skills and abilities associated with the Health Care Informatics foundation courses.

- 1. Problem-solving:** Demonstrate the ability to apply problem-solving processes, technologies, systems approaches, and innovative thinking to solve problems and create solutions. Apply both qualitative and quantitative analysis to the decision-making processes.
- 2. Communication:** Demonstrate the ability to communicate effectively and specifically demonstrate an ability to design, write, and produce a professional project proposal document including final analysis presentation
- 4. Self-Management:** Demonstrate the ability to work independently, creatively, meet deadlines, and operate interdependently with agency colleagues and the faculty supervisor using appropriate assertiveness.

Identification of a Topic

Capstone project topics must be selected and agreed upon prior to commencing the HCI residency and must be completed no later than 1 month after the conclusion of the residency experience. Topics are formally approved by the supervising faculty member and must be submitted to the faculty member using the approved form with an APA formatted project proposal. At the conclusion of the project the student completes a formal analysis of the project with presentation to a selected group of faculty members, agency stakeholders, and students. Refer to Appendix VI for Capstone Project Approval Form and Appendix VII for Capstone Assessment Guidelines.

ESSENTIAL ABILITIES AND PROFESSIONAL CONDUCT POLICY (EAPC)

The School of Nursing expects that all students will be able to meet the theory and clinical skill requirements essential for eligibility for licensing or certification as well as to meet the requirements for an MSN, DNP, or PhD. Demonstrating knowledge, critical thinking, and clinical specialty skill sets are Essential Abilities of a nursing student.

All students are expected to conduct themselves as responsible professionals, and in a manner that reflects favorably on them and on the University. This includes the classroom setting, the clinical setting, or in any other setting or communications related to or during their enrollment in the School of Nursing. All students are expected to comply with the American Nursing Association (ANA) Code of Ethics and the Standards of Professional Practice. The Code of Ethics for Nurses was developed as a guide for carrying out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession.

ANA Code for Nurses

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of the health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.

5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining and improving healthcare environments and conditions of employment conducive to the provision of quality healthcare and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and other members, is responsible for articulating nursing values, maintaining the integrity of the profession, and shaping social policy.

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To learn more about the Code of Ethics, purchase a copy of your own, or view the nursing Code of Ethics online at <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.pdf>. The Standard for Professional Practice can be viewed and/or purchased at <http://www.nursingworld.org/principles>.

Demonstrating professional conduct is an Essential Ability of a nursing student. The minimum standards of professional Essential Abilities expected of all School of Nursing students include, but are not limited to, the following:

- **Demonstrate respectful conduct, professional attitudes and behaviors towards others in school and the clinical setting.** Students are expected to display respectful conduct towards classmates, faculty, staff, patients, and others; demonstrate honesty; use appropriate body language; assume accountability for personal behaviors; work collaboratively and as a team player with others; and respect the property of the University, faculty, peers and others. This includes the following:
 - Demonstrate the ability to fully utilize one's intellectual capacity, exercise good judgment, promptly complete responsibilities in patient and family care.
 - Demonstrate mature, sensitive, and effective relationships with colleagues, patients, staff, faculty, and other professionals under all circumstances, including highly stressful situations.

- Demonstrate emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways.
 - Demonstrate empathy regarding the situations and circumstances of others and effectively communicate that empathy.
 - Demonstrate the ability to know one's own values, attitudes, beliefs, emotions, and experiences and how these affect one's perception and relationship with others.
 - Demonstrate the capacity to examine and change one's behavior when it interferes with productive individual or team relations.
 - Adapt to and function effectively and professionally in stressful situations in both the classroom and clinical settings, including emergency situations.
 - Possess skills and the experience necessary for effective and harmonious relationships in diverse academic and working environments.
 - Possess attributes that include compassion, altruism, integrity, honesty, responsibility, and tolerance.
- **Demonstrate appropriate classroom, clinical, and practicum conduct.** Students are expected to:
 - Arrive on time.
 - Be prepared for class instruction and participation.
 - Address the instructor by his or her title.
 - Notify the instructor in advance if the student will miss or be late to the class, clinic, or practicum.
 - Send e-mails to instructors or fellow students that are respectful at all times when using the student sandiego.edu address.
 - Refrain from speaking when others speak.
 - Refrain from disruptive behavior; raise questions in a respectful manner.
 - Listen to, follow directions provided by, and respond to instructors with respect and as authorities within their respective content areas.
 - Refrain from using electronic devices without the instructor's consent.
 - Refrain from engaging in intimidating, argumentative, offensive, or other inappropriate behavior.
 - Be prepared as required by each course, clinic, or practicum.
 - Adapt to and function effectively and professionally in stressful situations.
 - Assume responsibility for personal learning and achievement.
 - Strive to achieve personal best performance.
 - Be willing to learn and abide by professional standards of practice; and comply with all applicable University policies.

- **Demonstrate appropriate clinical practice and practicum abilities.** Students in clinical and/or practicum programs are expected to:
 - Ensure patient safety.
 - Collaborate with staff at all levels in the clinical or practicum setting.
 - Adhere to the requirements and policies established by the clinical agency.
 - Practice within the scope of a nursing student including critical thinking, decision-making, initiating appropriate actions, performing clinical skills required to provide safe and effective care for patients.
 - Maintain confidentiality as required by law or policy.
 - Dress according to the dress code for clinical, practicum and lab as outlined in the dress code section of the Student Handbook.
 - Demonstrate essential motor skills to include the ability to execute movements required to provide general care and treatment to patients in all health care settings.
 - Demonstrate essential sensory and observation skills, including those necessary to: obtain, interpret and respond to the critical information presented by patients (e.g. observe a patient accurately, identify and interpret the verbal and non-verbal communication when performing assessments or interventions or administering medications, perceive the signs of physiological and/or psychosocial instability being manifested during the physical examination).
 - Demonstrate essential cognitive abilities to measure, calculate, reason, analyze, integrate, and synthesize information; quickly read and comprehend large amounts of written materials; evaluate and apply information and engage in critical thinking in the classroom and clinical setting.

- **Engage in appropriate communications.** When engaging in any form of communication with others (written, oral, electronic, or other), students are expected to be respectful, polite and civil at all times. Students should also use therapeutic communication with clients and professional communication with staff and other health professionals. Students are to abide by the university's and profession's academic integrity policies. This includes the following:
 - Conduct effective communications (both verbal and non-verbal) to elicit information and to translate that information to others.
 - Read, write, comprehend, and speak the English language to facilitate communication with patients, their family members, and other professionals in the health care setting.
 - Maintain accurate patient information and records and to present information in a professional and logical manner.

- Have effective and sensitive interactions with students, faculty, staff, patients, family, and other professionals.
- Express ideas and feelings and demonstrate a willingness and ability to give and receive feedback.
- Convey and exchange information with others considering development, culture education, and experiential factors.
- Process and communicate information to members of the health team in a timely and professional manner.
- Make a correct judgment in seeking supervision and consultation in a timely and professional manner.
- Make professionally and culturally appropriate documentations in patient records
- Appropriately cite the works and ideas of others.

PROCEDURES TO FOLLOW IF STUDENT FAILS TO MEET EXPECTATIONS

For any Essential Abilities and Professional Conduct Policy, revised 7/9/15

First Incident: If a **faculty member** determines that a student has failed to meet any of the Essential Abilities described above, the following will occur:

- The faculty member will notify the student (in writing) (**Appendix IX**) of the conduct giving rise to the student's failure to meet the essential abilities. The student will be informed that such behavior or inadequate skill needs to be corrected by the next time the faculty interacts with this student. The written matter will be documented in the student's record. The Program Coordinator will be notified.
 - If the Essentials issue relates to lack of professionalism, disrespectful behavior, lack of professional conduct, or involves patient or student safety, the issue will be discussed between student and faculty and a **Student Expectation Improvement Plan (SEIP) (Appendix X)** will be developed
- **Depending on the severity of the incident, students can be dismissed by Program Director without having been issued a SEIP.**
- If the student does not correct the behavior or skills set previously identified with the faculty in the written warning; or such behavior and skill inability is noted by another faculty, a SEIP will be developed.
 - The plan will be prepared by the faculty member who witnessed the incident in conjunction with the program coordinator and be presented to the student within a university work week.

- The plan will identify the problem, the expectations of the student to correct the problem, a remediation plan, and identify the time frame in which problem is to be corrected.
- The plan will be signed by the faculty member, program coordinator, and the student. The Program Director (and/or the Dean) will be notified that the student has been placed on a SEIP.
- If the student has any questions regarding the plan, it is the student's responsibility to raise those questions with the faculty member, Program Coordinator or Director.
 - The student may request an appointment with the Student Affairs Committee to appeal this or any SEIP.
- The student's progress in achieving the expectations identified in the plan will be evaluated as necessary by the faculty member and the Program Coordinator, and Director.
 - Satisfactory completion of the SEIP will be recorded.
 - All SEIPs will remain in the student's file until graduation, after which the report will be removed, unless the student is dismissed from the school of nursing.
- If a student **fails to achieve the expectations** of any Improvement Plan, the student will be informed and further action will be taken as determined by the faculty member, Program Coordinator and Director.
 - The Program Coordinator and Director will make a determination regarding the student's progression and retention that may result in appropriate additional disciplinary action, up to and including dismissal from the School of Nursing.

Second Incident: If a student receives two SEIPs related to the need for clinical or behavioral remediation, any time during his or her educational program in the School of Nursing, the student's record will be submitted to the Program Director and Dean

- The Program Coordinator, Director, and the Dean will make the determination regarding the student's progression and retention that may result in appropriate additional disciplinary action, up to and including dismissal from the School of Nursing.

Third Incident: Should any student receive three SEIPs, they will be evaluated by the Program Coordinator, Director and the Dean; and dismissal may occur from the School of Nursing regardless of academic achievement.

Student to Student Incident: If a student determines that another student fails to meet the Essential Abilities and Professional Conduct Policy (EAPC), he/she may use it as a guide for a one-on-one discussion with that student regarding the incident.

You can refer to the Title IX and Equal Employment Opportunity Programs website at: <http://www.sandiego.edu/titleix/overview/index.php>. The University of San Diego title IX office is located in Maher Hall, room 101 or by emailing TitleIX@sandiego.edu.

SEIP Process and Family Educational Rights and Privacy Act (FERPA): All aspects of the SEIP process are covered by FERPA. No information about a particular student shall be communicated to faculty or students except those as allowed by FERPA. In particular, when a student is dismissed from the program, only those students who work in groups or teams with the discussed student and only those faculty in whose classes the dismissed student is enrolled shall be informed that the student is no longer in the program.

Appeals of Dismissals that occur through the SEIP Process: All students who are dismissed from the School of Nursing as the result of the SEIP process have the right to appeal. It is the responsibility of the Program Coordinator to inform the student of this right at the time the dismissal decision is communicated to the student.

- The student must submit an appeal in writing to the Dean's office by the end of business on the next workday following the day the student was dismissed. The Dean's office will arrange a hearing as soon as practicable. The Program Coordinator and/or the Program Director as well as the involved student shall give evidence at the hearing to the Dean, who will rule on the appeal.

If the student has been dismissed for reasons of patient or student safety the student may not continue to attend any classes while the appeal is being heard. If the student was dismissed for any other reason than the student may continue to attend classes until the appeal has been decided.

REMEDICATION PLAN FOR STUDENTS IN A SIMULATION LAB TESTING EXPERIENCE

The need for remediation is determined when a student does not pass a Testing Situation on a Standardized Patient Scenario or Simulation Scenario performed in the lab as determined by score of >80%.

Guidelines for Remediation

1. The student will be debriefed on the scenario and informed why a passing grade was not obtained.

2. The student will be *given an opportunity* to remediate prior to re-testing.
3. Additional testing with a standardized patient and similar scenario will be set up requiring videotaping and two faculty to observe and grade.
4. If the student fails the testing a second time, the student *will be required* to have additional assistance/remediation in the lab with an instructor using: practice, discussion, and/or videotaping
5. The student may not return to their clinical site until after this remediation and a third testing is conducted using the same guidelines used in testing with the second testing exam.
6. Students must pass the scenario situations, with a score of 80%, by the third testing. If the student does not pass the third testing, the student may not return to their clinical site and is given a fail for the class/clinical.

STUDENT ADVISING AND REGISTRATION

The HCI Program Coordinator will serve as your advisor during your program. Formal and informal advising times will be available. Your advisor will ensure that you meet all academic and residency requirements for the program, help resolve issues and problems, and assist in exploring future professional goals and educational options.

All incoming students will be registered by the Director of Student Services. Future registrations will be done on-line via MySanDiego by the student. Prior to registering each semester, students will need to confirm their academic plan with their faculty advisor.

MSN HCI Nursing Program Administration

- **Linda Urden**, DNSc, RN, CNS, NE-BC, FAAN: Director of Master's and International Nursing
- **Jonathan Mack**, PhD, RN: HCI Program Coordinator
- **S. Le'Rae Owens-Gilliam**, BS: Executive Assistant to Master's and International Nursing
- **Ernestina Martin**, MSN, RN: Clinical Placement Coordinator
- **Cathleen Mumper**, MA: Director of Student Services

CERTIFICATION

Nursing graduates are eligible for certification as Nursing Informaticists through the American Nurses Credentialing Center. Both MS and MSN graduates are eligible for certification through the Healthcare Information and Management Systems Society (HIMSS).

HEALTH REQUIREMENTS

Specific health and professional criteria must be met by all students before a student begins a clinical rotation. This policy assures clinical facilities that students meet all standards regarding health and immunizations. The Health Requirements list can be found in Appendix II. There are important documents and requirements that need to be completed prior to beginning the HCI program:

Go to USD's tracking system website, which is located at:

<https://sdnahsec.complio.com/>

2. Create your account by clicking the 'Create an account' button and filling out all the necessary information.

3. Order your background check and drug screen.

3. Process your payment by submitting Credit Card information.

4. Begin entering your immunization record information and your official documentation by uploading them or via fax.

- Proof of Immunizations (**Appendix II**)
- Certificate of Good Health (**Appendix III**)
- Release of Information (**Appendix IV**)
 - Print, sign, and upload to web site
 - Certificate of Good Health must be signed by medical professional
 - **Annual background and drug screen, physical exam and Flu shot test required**
- Basic Life Support (BLS) card
 - Contact the American Heart Association for costs, dates, times, and location of classes at www.aha.org

It is the responsibility of the student, NOT the School of Nursing, to ensure that all health and all immunization requirements are met, and are current. Failure to adhere to this policy may result in: 1) removal from a clinical rotation, 2) removal from class, 3) blocked registration, and/or 4) dismissal from the program if the situation warrants it. For additional questions or clarification regarding this policy, please contact Pat Moulton at 619-260-4600, Ext. 8710.

NOTE: Students who are on a work disability may NOT attend clinical unless a written "Return to Work" note is signed by the student's physician indicating the student is "fit for work". **Students may not attend clinical with splints, braces, or casts in place.**

Criminal History/Background Check

Students **must** have a clear criminal background check & drug screen to participate in placement in clinical facilities. Information & instructions for completing the background check process can be accessed at: www.sdnhsebackground.com. Any

infractions after the age of 18 may remain on your records and can affect your ability to sit for the national licensing examination. Background checks must be done every year in order to remain eligible in the program.

1. To initiate your background clearance, go to the website <https://sdnahsec.complio.com/> and create an account.
2. Activate your account and log in and click on "Order Subscription."
3. Under "Select School" you will choose the University of San Diego Hahn School of Nursing.
4. You will order the SD Consortium Criminal Background Check and Drug Screen and under "Immunization Compliance Package" the correct program you are in.
5. Continue filling in required and optional fields.
6. Sign required forms.
The following searches are required:
 - a) Criminal History Record Search
 - b) Social Security Number Trace (residential history, year and state SSN issued)
 - c) OIG/GSA-Medicare/Medicaid Excluded List
 - d) Nationwide Sex Offender Registry
 - e) 10-Panel Drug Screen
7. Go to the location you selected to provide your urine sample.

For additional information see **Appendix I**.

INFORMATION TECHNOLOGY REQUIREMENTS

Computer laptop

It is required that each student own or have unrestricted access to a laptop. Each student must have Internet access and is Wi-Fi enabled. Since the Health care Informatics industry primarily utilizes PC based Windows We recommend students purchase a Windows based laptop. If a student chooses to purchase a Mac OS based laptop you may also purchase software that will allow you to emulate a windows based environment (for running Windows based software). Software providing this function can be purchased through the USD bookstore, computer section

iPad

Each student admitted to the HCI program (Masters in Nursing, Masters of Science and certificate program) is required to purchase an Apple iPad. The iPad is utilized across the program in individual courses. We recommend you purchase an iPad with a minimum of 32 GB of memory with the latest operating system IOS 7, (more memory is better such as a 64 GB iPad). It is up to the student if they wish to purchase an iPad

with 3G services however the program only requires you use an iPad that has Wi-Fi access. You may purchase iPads through the USD Toreros bookstore or your local Apple outlet.

HCI Software and Application Requirements

Each student is expected to purchase and maintain several iPad related applications (Apps) to include the following (information regarding how to purchase will be provide in program orientation or through the HCI program coordinator). Individual HCI courses may require additional applications based upon that courses syllabus:

1. Examssoft test software
2. Typhon Group: Healthcare solutions
3. Blackboard mobile (this program is free)
4. Blackboard Collaborate (this program is free)
5. Microsoft for iPad (app is free to download but you must purchase a student edition of Microsoft 360 through the USD bookstore computer section)

The cost of these computers and software products are covered by financial aid. Additional information regarding technology requirements may be obtained from the HCI program coordinator.

ExamSoft is a market-leading assessment-management solution that supports the entire testing process, including exam creation, administration, delivery, scoring, and analysis. The use of ExamSoft will help students familiarize themselves with electronic exam taking, a practice that is common for many certification exams. ExamSoft also has the capability to generate a variety of analytics to improve the educational experience.

Students are required to purchase a yearly license for ExamSoft. This license will span from 8/31/15 to 9/1/16 for the first year and will prompt you to renew for year two. The cost to the student will be \$65.00 per year.

Once a student account has been created, they will receive an email with instructions for sign up that will include a password generated for them. The student will then:

1. Go to www.examssoft.com/sandiegonursing
2. Log in with their student ID and password as an exam taker
3. Download SofTest; students will be prompted to pay after installation

Minimum Laptop Specifications for ExamSoft

The following is a guide for assessing if your laptop meets minimum operating requirements for use with ExamSoft.

PC Users

SofTest can be used on most modern Microsoft Windows based computers (purchased within the last 3-4 years). Please see specific system requirements as noted below. SofTest cannot be used on virtual operating systems such as Microsoft's Virtual Machine, Parallels, VMware, VMware Fusion or any other virtual environments.

PC Requirements:

- Operating System: 32-bit and 64-bit Versions of Windows Vista, Windows 7, and Windows 8.
- Windows 10 is NOT supported
- Only genuine, U.S. English, French, Portuguese, Swedish, and British versions of Windows Operating Systems are supported.
- ExamSoft does not support Tablet or Convertible devices other than Surface Pro 1, 2 & 3. See below for those Minimum System Requirements.
- CPU Processor: 1.86 GHz Intel Core 2 Duo or greater
- RAM: highest recommended for the operating system or 2GB
- Hard Drive: highest recommended for the operating system or 1GB of available space.
- Internet connection for SofTest Download, Registration, Exam Download and Upload.
- Screen Resolution must be 1024x768 or higher.
- Adobe Reader (Version 9 or 11) is required for exams containing PDF attachments.
- Administrator level account permissions

Mac Users

SofTest can be used on most modern Mac OS X based computers (purchased within the last 3-4 years). Please see specific system requirements as noted below.

SofTest cannot be used on virtual operating systems such as Microsoft's Virtual Machine, Parallels, VMware, VMware Fusion or any other virtual environments.

Mac Requirements

- Operating System: OS X 10.6 (Snow Leopard), OS X 10.7 (Lion), OS X 10.8 (Mountain Lion), 10.9 (Mavericks), and 10.10 (Yosemite). Only genuine versions of Mac Operating Systems are supported.

- CPU: Intel processor
- RAM: 2GB
- Hard Drive: 1GB or higher available space
- Server version of Mac OS X is not supported
- Internet connection for SofTest Download, Registration, Exam Download and Upload.
- Administrator level account permissions

The following is a guide for assessing if your laptop meets minimum operating requirements for use with ExamSoft.

PC Users

SofTest can be used on most modern Microsoft Windows based computers (purchased within the last 3-4 years). Please see specific system requirements as noted below. SofTest cannot be used on virtual operating systems such as Microsoft's Virtual Machine, Parallels, VMware, VMware Fusion or any other virtual environments.

Setting up your laptop with Examsoft (SofTest)

Computer Setup

- Ensure that all cables (i.e. power cord, external mouse and/or keyboard) are securely connected to your computer.
 - Make sure your power indicator light shows that your computer is receiving power.
 - Turn on your computer.
- Once your computer boots up, verify it has the correct date & time set.

Downloading an Exam (prior to the test date)

- FIRST: Double-click the ExamSoft icon on your Windows Desktop. Mac computers: Double click the SofTest icon from the Applications folder or single click the icon in your Dock on your Mac**
- SECOND: Click the "Download Exam Files" button**
- THIRD: Enter in Student ID and Password, then click "Next" button**
- FOURTH: Enter in download password (if applicable) and click "Next" button**
- FIFTH: Select the exam you need to download from the "Available Exams" tab and click "Download" button**

Taking an Exam

- a. **FIRST:** Double-click the ExamSoft icon on your Windows Desktop. Mac computers: Double click the SofTest icon from the Applications folder or single click the icon in your Dock on your Mac
- b. **SECOND:** Click the “Take An Exam” button.
- c. **THIRD:** Select your exam from the drop-down list of “Available Exams”, enter your Student ID in the field below, and click “Start”
- d. **FOURTH:** Type in an Exam password (if applicable)
- e. **FIFTH:** Read each Notice window carefully and click ‘OK’ to advance to the next window. STOP when the last Notice window with RED “STOP” SIGN appears.
- f. **SIXTH:** When instructed, type: “Begin” and click the ‘Begin’ button.

Functions and Formatting

- Answer each question as directed
- Proceed to the next screen by clicking the blue forward arrow at the top left corner of the screen. Review previous answers by clicking the blue back arrow.
- Once closed, the exam file cannot be reopened.
- If you have to leave the classroom prior to finishing your exam (i.e. restroom break), block your screen by selecting ‘Actions’ then ‘Hide Exam’ in the SofTest menu.
- If your computer freezes, follow the “Computer Freezes” instructions below.

Computer Freezes

If SofTest, your keyboard and/or mouse stop responding, do the following:

- a. Turn off your computer (press & hold the power button but if that fails, pull the power cord & battery)
- b. Restart computer.
- c. When the ‘SofTest Exam Restart’ window appears, select the ‘Resume’ button. You will be returned to within 59 seconds of where you left off.

Exiting SofTest

You may exit SofTest whenever you are finished. However, once you are notified that there are 10 minutes remaining, Follow these instructions to exit out of SofTest...

- a. Select ‘Save/Exit’ button.

- b. Click the 'Close Exam' button.
- c. On the yellow window, click the 'Exit' button.
- d. You will see your computer uploading the "Answer Files", please do not turn off computer during this process
- e. A green window confirming your upload will appear. Click 'Close' and you are finished using SoftTest.

Upload Confirmation

ExamSoft provides three methods for verifying that your answer file uploaded.

The first two options will display the Exam Download/Upload History page, which is a detailed report of your account activity; it includes the date and time every exam is downloaded and uploaded. You may print a copy of this page if you need a confirmation of the upload:

Option 1: Launch SofTest, click 'Exam History' and enter your login information. This will display your Exam Download/Upload History on your Internet web browser.

Option 2: Visit our custom homepage and enter your login information. Once logged in, click the 'Exam History' button.

Option 3: You will be emailed confirmation that your answer file uploaded.

Instructions may be found at the ExamSoft website. You can reach ExamSoft Support at support@examsoft.com; 866-429-8889. Note that support personnel cannot provide exam file passwords.

Miscellaneous Notices

- ExamSoft and the USD Hahn School of Nursing and Health Science assumes no responsibility for interruptions whether isolated or widespread. You assume all risks of using a computer to take your exam.
- All examinations and computer testing materials are the property of the USD Hahn School of Nursing and Health Science.

ANA's Tips for Using Social Media

Social media and the Internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people. Students have an obligation to understand the nature, benefits, and consequences of participating in social networking of all types. Online content and behavior has the potential to enhance or undermine not only the individual nurse, but also the nursing profession. To avoid problems, the ANA recommends:

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers or co-workers, even if they are not identified
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

(Except from the White Paper on a Nurse's guide to Use of Social Media, American Nurses Association, (2011, September).
Principals for social networking and the nurse; and National Council of State Boards of Nursing, (2011, August)

Therefore, use of Facebook, Twitter, or other social media tools during residency and classroom time is prohibited.

Handheld Electronic Devices Policy

This policy applies to use of Personal Digital Assistant (PDA)/Smartphone/Handheld Computers/Tablets

- I. Classroom Usage
 - a. All handheld electronic devices are to be put on silent mode in the classroom.
 - b. No handheld electronics are allowed during any exams. Students may not be able to see/hear/feel these devices during exams, devices are to be left in purses/backpacks, no devices on any person.
- II. Clinical Usage
 - a. Use of portable electronic devices in clinical is regulated by the clinical agencies, local, state, and federal regulations and laws. All students are fully responsible for following all regulations of the Health Insurance Portability and Accountability Act (HIPAA) guidelines and for following HIPAA guidelines when using their PDAs in the clinical or other settings.
 - b. Personal health identifiers (PHI) must be removed from any patient data students collect on their PDAs. Additionally, students will use a password to protect access to information on their PDAs. Infection control precautions must be maintained when using PDAs in patient care areas. Students must adhere to professional standards for all

communication including maintaining confidentiality, proper conduct for communication and communicating appropriate material.

- c. With the exception of specified course required activities, sending or receiving text or other messages on the PDA during class, residency is not permitted.
- d. Using the internet for personal, non-school related functions is strictly prohibited. Inappropriate PDA use or violation of HIPAA guidelines is cause for termination from the School of Nursing.

III. Safeguarding of Data

- a. The student will implement protective measures, such as encryption, for restricted data to safeguard the confidentiality or integrity of the data in the event of theft or loss. The student will ensure that the device will never be left unattended during use in the clinical setting. The student will use strong password protections and encryption technology as commercially available. The student will ensure proper destruction of all PHI from the device immediately after its intended use. If the device is lost or stolen, it will be immediately reported to appropriate personnel and/or security.

Electronic Mail

All students must have a University (i.e., @sandiego.edu) email address.

Students can obtain an email address through MySanDiego after they are given a student ID number.

Students should notify the HSON as soon as they receive their email address so the student's name can be placed on the HSON list serve. **Students will be expected to check their e-mail regularly for important notices.** This may be done in any computer lab on campus or from a home computer. There is no charge for either the e-mail address account or the mail service. For questions about this requirement, please contact the main office at 619-260-4548.

OTHER INFORMATION

Financial Assistance

The purpose of the financial aid program at the University is to provide assistance to students who, without such aid, would be unable to attend the University. Financial assistance consists of scholarships, grants, and loans. Scholarships and traineeships available through the School of Nursing are based on need and/or merit. Private loan funds provide additional assistance to USD nursing degree students whose financial need cannot be met by funds available under existing federal, state, and

institutional aid programs, either because of limitations or because of restrictions that govern those programs.

For Financial Aid consideration, applicants need to complete the Free Application for Federal Student Aid (FAFSA) or a Renewal FAFSA. The form can be filed electronically on the FAFSA website at <http://www.FAFSA.edu.gov>. Applicants need to designate the University of San Diego (code 010395) as a recipient of the processed form.

Application procedures, deadlines and other general information can be found in the *Graduate Catalog* and on the Office of Financial Aid web site www.sandiego.edu/financial_aid/.

STUDENTS NEED TO MAKE FINANCIAL AID ARRANGEMENTS PRIOR TO ENTERING THE PROGRAM AND ARE RESPONSIBLE FOR THEIR OWN FINANCIAL ARRANGEMENTS.

Student Employment

Students may work while they are enrolled in the program. Unfortunately, due to clinical placement constraints, the HSON is not able to provide unlimited flexibility to students who are employed. **It is suggested that a student work no more than 16 hours weekly during each academic semester.**

Students should be advised outside employment opportunities as well as nursing externships may result in a decreased clinical performance and/or theory performance and may cause the student to be dismissed if.

Student Health Insurance Plan

USD Insurance Requirement

All University of San Diego full time undergraduate, graduate, and law students are required to have health insurance. When students register for classes, their student account will be charged for the USD Student Health Insurance Plan. Students need decide to enroll in or waive the charge if they already have insurance by answering a few simple questions online. A new waiver needs to be submitted at the beginning of each academic year.

This requirement ensures that students in need of health and/or mental health care beyond the scope of services provided at USD by the on-campus Wellness Units, can access the appropriate care and resources in the community.

Student Health Insurance Plan Benefits and Features

Annual Coverage: \$1973 (August 15, 2015 - August 14, 2016)

Spring & Summer Coverage: \$1217 (January 1, 2016 - August 14, 2016)

Unlimited policy year maximum

- Low annual deductibles: In-Network \$200 per policy year, Out-of Network \$400 per policy year.
- Deductibles can be waived by seeking care from the Student Health Center and receiving a referral.
- Coverage at 80% In-network & 65% Out-of-network
- In-network Physician's Office visits covered at 80%
- Out-of-pocket maximum of \$6,350 In-network and \$12,700 Out-of-network
- In-Network Preventive care services with no deductibles, copays or coinsurance
- Students will be able to locate providers whether at home, school, or throughout the country through the Aetna Preferred Provider Network.
- Prescription drug coverage with low copays
- Worldwide Coverage including Medical Evacuation, Repatriation & Travel

Assistance Services

- Accidental Death & Dismemberment Coverage
- Wellness discounts including Vision and Dental

For a complete description of the benefits available, limitations and exclusions please visit www.gallagherstudent.com/usd

Obtaining a Referral

- Students enrolled in the USD Student Health Insurance Plan can reduce their out of pocket costs by seeking care at the USD Student Health Center, and obtaining a referral from the center before seeking care from a community provider. Students who do not seek care at the student health center or obtain a referral, will be responsible for an in-network \$200 per policy year or out-of-network \$400 per policy year deductible.
- All currently registered students who have paid the health fee are eligible for services at the USD Student Health Center.
- Most services are provided free of charge and modest fees to cover costs are required for medications, immunizations and certain physical exams and labs. Payment is due at the time of service at the Student Health Center. Patients may pay with check, CampusCash, or VISA/MasterCard only.

Student Organizations

Graduate Nursing Student Association (GNSA)

The purpose of this association is promote interaction among graduate nursing students (master's and doctoral), faculty members, alumni, and the nursing community. The GNSA sponsors activities to enhance professional growth, provide

an atmosphere for the exchange of ideas, facilitate collegiality among members and faculty, and assist student members by being a source of information. These objectives are achieved through sponsorship of conferences, speakers, instructional material, local projects, and through officer and committee representation on the various committees within the School of Nursing and the University. All part-time and full-time students are eligible for the offices of co-chairs, secretary and treasurer. School of Nursing faculty, curriculum, student affairs committees, and relevant University committees have student representatives appointed.

Sigma Theta Tau Honor Society/Zeta Mu Chapter-At-Large

The purpose of the society is to recognize superior achievement and the development of leadership qualities, to foster high professional standards, to encourage creative work and to strengthen commitment to the ideals and purpose of the profession. A student is eligible for membership upon completion of half of their graduate program, providing the student's GPA is within the acceptable range for membership. Eligibility for graduate students is also dependent on professional involvement and scholarly activity.

Conferences and Conventions

Students are encouraged to join organizations while students, and renew just before graduating so that the student fee takes you thru the first year as graduates.

Healthcare Information and Management Systems Society (HIMMS)

February 29 – March 4, 2016 Conference and Exhibition, Sands Expo and Convention Center, Las Vegas, NV

2015 California Nursing Students' Association (CNSA)

October 15-18, 2015 - CNSA Convention, Sheraton Fairplex Hotel and Convention Center, Pomona, California

National Student Nurses Association (NSNA)

November 5-8, 2015 - NSNA Mid-Year Conference, Hyatt Regency Atlanta, Atlanta, GA

Sigma Theta Tau International (STTI)

November 7-11, 2015 - Sigma Theta Tau Odyssey 2014 Conference, Aria Resort and Casino, Las Vegas, NV

American Assembly for Men in Nursing (AAMN)

September 24-26, 2015 -40th Annual Conference, Minneapolis, MN

National Black Nurses Association (NBNA)

July 29, August 2, 2015 – 43rd Annual Institute & Conference, Atlanta, GA

Filipino Nurses Association of America (PNAA)

July 22-27, 2015 – National Convention, HI

National Association of Hispanic Nurses (SDNAHN)

July 7-10, 2015, 40th Annual Conference Hyatt Regency, Orange County, CA

American Organization of Nurse Executives (AONE)

March 30-April 2, 2016 – Annual Meeting and Exposition, Fort Worth, TX

American Nurses Association (ANA)

March 9-11, 2016 – ANA Quality Conference, Disney's Coronado Springs Resort, Lake Buena Vista, FL

POLICIES AND PROCEDURES

Student Representation

Student representatives are elected by the Graduate Student Nursing Association (GNSA) to each of the standing committees of the HSON faculty organization except the Faculty Affairs Committee. Students have the opportunity for active participation in the Curriculum, Student Affairs, and Information Systems committees. In addition, GNSA sends representatives to meetings of the faculty organization.

Student input into decisions regarding program philosophy and objectives, clinical facilities, learning experiences, and curriculum, instruction, and evaluation of the program is provided through the Curriculum Committee. Students also have input into admissions, retention, and other non-curricular policies through the Student Affairs Committee. Similarly, the Information Systems Committee addresses student issues and concerns regarding technological services available within the HSON.

Course and Faculty Evaluations

At the completion of each course, each student is asked to complete a confidential Course Evaluation and Faculty Evaluation. These evaluations are on-line and can be accessed through the MySanDiego portal.

Attendance Policy

Students must comply with the attendance policy as follows:

1. If a student must miss a class or residency for some unforeseen reason:

- a. The student must notify the faculty member teaching the course, prior to the absence, as well as the HCI Program Coordinator so arrangements can be made to develop a plan to complete the missed day.
 - b. The student is responsible to obtain class content that was missed.
 - c. Alternative arrangements for any missed makeup work need to be made with the faculty member teaching the course
2. In the event a clinical day is missed for an unavoidable and/or serious reason (e.g., death in the family) an excused absence will be permitted. Please notify your faculty and HCI Program Coordinator so arrangement can be made to develop a plan to complete the missed clinical day.
 - a. In the event a clinical day is missed for an illness the student must provide a medical excuse signed by a healthcare provider (MD, NP, DO, or PA) indicating the student sought medical care on the date of the absence.
3. **For questions or clarification regarding this policy, please contact the HCI Coordinator at 619-260- 4688**
4. **Students who fail to comply with the attendance policy can be dismissed from the program at any time.**

Grading Policy

Since students enrolled in the program are admitted directly to a graduate degree program, policies and procedures applicable to them are the same as those for other graduate students in the university and the school. These general policies and procedures are provided below along with sources where students are acquainted with them. Exceptions to general policies and procedures specific to the program are noted herein. All candidates for the MS/MSN degree must complete a minimum of 33 graduate credits. All courses taken must have the prior approval of the academic advisor to be accepted as meeting the degree requirements.

A minimum GPA of 3.0 must be maintained to remain in the HCI program. In the theory portion of all courses, students must have an average of 80% or greater on all quizzes and exams to pass the course. A minimum grade of B- is required of all students in the theory and clinical practicum courses and the student must **pass** the clinical component with no “unsatisfactory” areas on their final clinical evaluation. A student who does not pass the clinical component, despite multiple attempts to help the student remediate their weaknesses and despite their academic excellence, will be dismissed from the program.

HSON Grading Scale

93 - 100 % = A

90 - 92.99 % = A-

87 - 89.99 % = B+

83 - 86.99 % = B

80 - 82.99 % = B-*

77 - 79.99 % = C+

73 - 76.99 % = C

70 - 72.99 % = C-

67 - 69.99% = D+

63 - 66.99% = D

60 - 62.99% = D -

59.99% and below = F

*A minimum grade of B- is required for all courses in the HSON

Course Repetition Policy

A student who does not successfully complete (minimum B- course grade) a clinical course has ONE opportunity to successfully repeat the course. Similarly, a student who does not successfully complete (minimum B- course grade) a theory course has ONE opportunity to successfully repeat the course. Once one clinical course is repeated and not successfully completed, an additional clinical course failure will result in a dismissal from the program and similarly for a theory course. Furthermore, a student who receives less than a B- course grade in 2 clinical courses OR 2 theory courses taken during the same semester will NOT have the opportunity to repeat the courses and will be dismissed from the program. In order to pass a repeated course, a minimum exam average of 80% on the examination component of the course must be achieved.

In the event a student is unable to meet the GPA or clinical course grade requirements according to the rules set forth by the School of Nursing, the student will be required to withdraw from the program. The Coordinator and possibly the Dean will meet with the student to discuss the situation and help the student develop alternative plans.

USD POLICIES AND PROCEDURES

Academic Integrity

The University is an academic institution, an instrument of learning. As such, the University is predicated on the principles of scholastic honesty. It is an academic community, all of whose members are expected to abide by ethical standards both in

their conduct and in their exercise of responsibility toward other members of the community. Academic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning.

An act of academic dishonesty may be either a serious violation or an infraction. The instructor or supervisor of the academic exercise will have responsibility for determining that an act is an infraction or may be a serious violation.

Serious violations are the following acts:

(a) Examination Behavior. Any intentional giving or use of external assistance during an examination shall be considered a serious violation if knowingly done without express permission of the instructor giving the examination.

(b) Fabrication. Any intentional falsification or invention of data, citation, or other authority in an academic exercise shall be considered a serious violation; unless the fact of falsification or invention is disclosed at the time and place it is made.

(c) Unauthorized Collaboration. If the supervisor of an academic exercise has stated that collaboration is not permitted, intentional collaboration between one engaged in the exercise and another shall be considered a serious violation by the one engaged in the exercise and by the other if the other knows of the rule against collaboration.

(d) Plagiarism. Any intentional passing off of another's ideas, words, or work as one's own shall be considered a serious violation. Refer the APA writing manual regarding how to cite. All students will be required to submit their papers through a plagiarism checker such as Turn it In, or other means of checking for plagiarism.

(e) Misappropriation of Resource Materials. Any intentional and unauthorized taking or concealment of course or library materials shall be considered a serious violation if the purpose of the taking or concealment is to obtain exclusive use, or to deprive others of use, of such materials.

(f) Unauthorized Access. Any unauthorized access of an instructor's files or computer account shall be considered a serious violation.

(g) Serious Violations Defined by Instructor. Any other intentional violation of rules or policies established in writing by a course instructor or supervisor of an academic exercise is a serious violation in that course or exercise.

Infractions are the following acts:

(a) Any unintentional act is an infraction that, if it were intentional, would be a serious violation.

(b) Any violation of the rules or policies established for a course or academic exercise by the course instructor or supervisor of the academic exercise is an infraction in that course or exercise if such a violation would not constitute a serious violation.

Academic dishonesty, and allegations of academic dishonesty, are matters of university-wide concern in the same way that academic integrity is a matter of

university-wide concern. Students bear the responsibility not only for their own academic integrity but also for bringing instances of suspected academic dishonesty to the attention of the proper authorities. Members of the faculty are obligated; not only to the University but also to the students they supervise, to deal fully and fairly with instances and allegations of academic dishonesty. The University administration bears the responsibility of dealing fairly and impartially with instances and allegations of academic dishonesty. For further information about this policy contact Associated Students at 619-260 4715 or <http://www.sandiego.edu/associatedstudents/>.

The University of San Diego is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. It is the policy of the university to maintain an educational and work environment free from all forms of unlawful discrimination and harassment. To that end, the university prohibits and does not tolerate unlawful discrimination against or harassment of its employees, students or applicants for employment or admission on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, or other characteristic protected by federal or state law, unless a particular characteristic is a bona fide requirement of the position.

Non-Discrimination

All members of the university community are expected to uphold this policy. Engaging in unlawful discrimination or harassment will result in appropriate disciplinary action, up to and including dismissal from the university. Unlawful discrimination may occur when an individual is treated less favorably with respect to the terms and conditions of employment or education, or with respect to the individual's receipt of employment or educational benefits, because of his or her membership in a protected class. Accordingly, all employment-related decisions, including but not limited to decisions relating to recruitment, hiring, promotion, transfers, benefits and any other terms and conditions of employment, will be made without regard to the employee's or applicant's race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, medical condition, covered veteran status, genetic information, or other characteristic protected by federal or state law. Similarly, all education-related programs and activities, including but not limited to admissions, financial aid, academic programs, research, housing, athletics, and other extracurricular activities, will be administered without regard to the student's or applicant's race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, age, physical disability, mental disability, or other characteristic protected by federal or state law.

The university does not by this non-discrimination statement disclaim any right it might otherwise lawfully have to maintain its commitment to its Catholic identity or the teachings of the Catholic Church.

Harassment

Harassment includes verbal, physical or visual conduct when the conduct creates an intimidating, offensive or hostile working or educational environment, or unreasonably interferes with job or academic performance. Verbal harassment may include but is not limited to epithets, derogatory comments or slurs based upon one of the individual's characteristics noted above. Physical harassment may include but is not limited to assault, impeding or blocking movement, or any physical interference with normal work or movement, when directed at an individual because of the individual's protected characteristic. Visual forms of harassment may include but are not limited to derogatory posters, cartoons or drawings based on an individual's protected characteristic.

In addition, prohibited sex discrimination covers sexual harassment, including sexual violence. Sexual harassment includes any request or demand for sexual favors that is implicitly or expressly a condition of employment, continued employment, receipt of an employment benefit, admission to the university, participation in educational programs or activities, or evaluation of academic performance. Examples of conduct that could give rise to sexual harassment, include but are not limited to: sexual advances or suggestions; unwelcome sexually-oriented remarks; dirty jokes; the display or distribution of offensive photographs, e-mails, posters or cartoons; any unwelcome, intentional touching of the intimate areas of another person's body; or physical sexual acts perpetrated against a person's will or where a person is unable to give consent.

Title IX of the Educational Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities operated by recipients of federal financial aid assistance. Sex harassment, including sexual violence, is a form of prohibited sex discrimination. The Violence Against Women Reauthorization Act of 2013, including the Campus Sexual Violence Elimination Act, requires colleges and universities to have procedures in place to respond to incidents of sexual assault, domestic violence, dating violence, and stalking.

The University of San Diego has a title IX office located in Maher Hall, room 101. You can refer the Title IX and Equal Employment Opportunity Programs website at: TitleIX@sandiego.edu

In order to address its responsibilities under these laws, the university has implemented standards, reporting procedures, and response protocols that apply to

incidents of sexual assault, domestic violence, dating violence, stalking, and sexual exploitation. For more information, please see the university's [Sexual Misconduct and Relationship Violence Reporting and Response Standards and Protocols](#).

Retention and Dismissal (Academic Probation and Disqualification)

To be in good academic standing and to be eligible to graduate, students must maintain in their program courses the minimum semester and Grade Point Average (GPA) that is required by their program. See "Grading Policy" regarding the minimum acceptable grade for courses and the minimum overall grade point average required in the program. The minimum GPA requirement for the HSON is 3.0 calculated on a 4.0 scale. Any student who has completed at least 6 units of course work and whose cumulative USD GPA for graduate program courses falls below the minimum required of the program will be placed on academic probation. At the end of the term in which the probationary student has registered for his/her next 6 units, a review will be conducted. Students who have not raised the cumulative USD GPA for graduate program courses to the acceptable level at that time will be disqualified from the program.

Students may fail a clinical course because of significant clinical and/or professional deficits. A failed clinical is a failure of the theory portion of the course as well. A failed course usually results in dismissal from the program. In addition, to dismissal for academic reasons (see Retention/Academic Probation and Disqualification above), students can be dismissed from the University for violating any of the following university policies:

- Rules of Conduct
- Academic Integrity Policy
- Drug & Alcohol Policy

These policies and other Procedural Guidelines for the Disciplinary Process and Disciplinary Sanctions are outlined and available to students at <http://www.sandiego.edu/conduct/resources/index.php>. Dismissal from the program is the most extreme form of sanction for violation of these policies, but less extreme sanctions may be employed if warranted.

Students who wish to appeal their disqualification must do so in writing to the Dean of the School of Nursing within 10 calendar days of receiving such notice.

The HSON faculty realizes that students encounter life circumstances that may make it difficult to continue with educational pursuits. When such circumstances occur, every effort is made to retain students in their program of study. Retention rates for all HSON programs are above 90%. Similar efforts will be made to retain students in the HCI program. If, for some reason, students must interrupt their educational progress, they

will be placed on a leave of absence according to university policies. Students who take a leave may petition for re-enrollment by submitting a request in writing to the Program Coordinator at least 8 weeks prior to the beginning of the semester they need to re-enter so remediation plans can be made.

Grievance Policies

The university has policies regarding both grievances related to hate crimes and harassment and grievances regarding grades. These policies are available in the *Graduate Catalog*. In keeping with the university policies, hate crimes or harassment within the HSON are reported to the Dean. Grade grievances are first addressed with the faculty member involved. If not resolved at that level, they may be brought to the Dean. Failing resolution at that level, the student grievant may submit a written request for a grievance hearing by the Student Affairs Committee of the HSON. In the case of such a grievance, faculty and/or student representatives who could be in a conflict of interest position regarding the grievance will be asked to excuse themselves from the proceedings. Faculty content experts may be necessary to help review the grade grievance. If such members are not on the committee, all efforts will be made to invite an expert to serve on the grievance committee for that hearing. To obtain a copy of the Graduate Student Affairs Committee by-laws, go to <http://www.sandiego.edu/nursing/students/organizations/gnsa/so-gnsa-ad-blfa.php>.

Graduation/Completion of Degree Requirements

In order to be cleared for degree completion, students must file a Petition to Graduate by the deadlines outlined in the Academic Calendar on your mysandiego.edu home page. Graduation information and petition to graduate forms can also be found through mysandiego. The graduation date for the HSON is in the third week of May each year.

UNIVERSITY RESOURCES

The following resources are available to all University of San Diego students. Links for many of the resources below can be found on the “Student Life” tab on your **MySanDiego** account (my.sandiego.edu).

- **One Stop Student Center** – (UC 126) the One Stop welcomes all students who need assistance with their registration, student account, or financial aid. Their mission is to consolidate business transactions of the Financial Aid, Registrar, and Student Accounts offices into one location where students can receive outstanding customer service.

- **Center for Health & Wellness Promotion** – (Maher 140) The Center for Health and Wellness Promotion (CHWP) serves the USD student community through educational opportunities, prevention campaigns, campus-wide programs, research initiatives and individualized interventions. CHWP empowers students to make healthy choices and create a university climate conducive to the overall success and well-being of the individual student and campus community.
- **Academic Technology Services** – supports general and instructional computing labs. Information on hours of operation, software, policies and equipment is available at <http://www.sandiego.edu/its/labs/>.
- **Torero Store** – offers new and used textbooks, computer hardware and software, fax support, mail orders, photo processing, school supplies, clothing, imprinted merchandise, graduation products, magazines, newspapers, greeting cards, and stationery. The newly built student store is located in the Hahn University Center or online at <http://www.usdtorerores.com>.
- **University Ministry** – provides faith community and support programs on-campus. Activities include student retreats, outreach opportunities through ecumenical and inter-faith programs, and spiritual “connections” via USD’s University Ministry (UM) Fellowship, the Romero Center, and the Students for Life program. University Ministry is located in the University Center, rm. 238.
- **Career Services** – serves as a centralized career resource for USD students, alumni, and employers. Career Services is located in Hughes Center, rm. 110.
- **Manchester Child Development Center** – provides childcare services (preschool) to faculty, staff, and/or students. Hours are 7:15 am to 5:45 pm, Monday through Friday. Monthly fees apply.
- **Copley Library** - The library houses extensive print resources as well as a wide variety of online materials, including subscription databases and e-books that can be accessible remotely. Nursing students have a dedicated librarian, Zoë Abrahams (zabrahams@sandiego.edu) to assist with locating information and materials. The library is open 7 days a week, including a 24/7 schedule prior to and during finals. EndNote bibliographic software is available on all library computers, including available circulating laptops. This software can be purchased at a reduced rate through the campus Information Technology Services department. Please visit sandiego.edu/library for more information about services and resources. Students also have access to San Diego Library circuit, which maintains a database linking university and libraries in the region.

- **Counseling Center** - offers a free-of-charge, confidential assessment session with a psychologist to discuss concerns. Walk-in services are also available for those students who need immediate assistance. Individual and/or group counseling is available as well as referral to professional services as needed. Located in Serra Hall, rm. 300.
- **Dining Services** – offers students three meals a day at the University Center from 7:00 a.m. to 8:00 p.m. daily. Other on-campus food services are available at various locations around the campus to students, faculty, administrators, and other employees. Refer to campus map for directions.
- **Financial Aid** – assists students with their financial requests. The University also has financial aid counselors to assist applicants with form completion.
- **Housing** – provides housing to students of all ages. Living options include the residence halls, the University Terrace apartments, the Presidio Terrace apartments and other apartments and homes in the immediate vicinity.
- **International Center** - includes support services for international students in the transition to a new culture and environment, assistance with immigration matters for international students, and study abroad information.
- **Legal Research Center** – has a collection of more than 525,000 volumes and volume equivalents. It is open to all USD students.
- **Disability & Learning Difference Resource Center** – offers individuals with special needs and disabilities certain protections and rights for equal access to programs and services. Students with disabilities who believe that they may need accommodations in the class are encouraged to contact Disability Services in Serra 300 (tel. 260-4655) as soon as possible, to better ensure that such accommodations are implemented in a timely fashion. Students must present approved disability paperwork to faculty at beginning of semester so testing arrangements can be made. <http://www.sandiego.edu/disability/services/>

All disability students are required to take mid-tem and final exams at the same start time as non-disability students to ensure the integrity of the test material. Professors will not allow students to take the examinations on dates other than scheduled dates.

- **Student Health Center** – (Maher 140) designed to provide limited outpatient care for registered students. A registered nurse is on-duty during operating hours. A physician, nurse practitioner and registered nurse are in the Health Center every

day. An on-call service is available to students 24 hours per day. There is no fee for services. Students can call 619-260-4595 for additional information.

- **The Center for Inclusion and Diversity (CID)** - The Center for Inclusion and Diversity (CID) cultivates shared vision, coherence, and coordination of diversity and inclusion efforts across campus. The University of San Diego holds deep commitment to developing and sustaining a diverse campus community in the broadest sense, including differences in gender, race, ethnicity, generational history, culture, socioeconomic class, religion, sexual orientation, national origin, citizenship status, political perspectives, geographic origin, and physical ability.

As a coordinating center, the CID advocates, facilitates, and assesses the work of established programs, departments, and offices to affirm that the campus lives out its commitment to diversity and inclusion. As a generative center, CID serves as a place where issues surrounding inclusion and diversity can be conceptualized, explored, nurtured, cultivated, shared, and promoted. Through collaborative relationships, the CID helps ensure that the university is a stimulating, welcoming, and engaging place for all faculty, staff, students, and visitors. The CID is located in Maher Hall 253 or by website at: <http://www.sandiego.edu/inclusion/about.php>

- **Writing Center** – offers students writing assistance from brainstorming an idea to reviewing a formal paper. The Writing Center is open Monday through Wednesday, from 9 am to 7 pm, Thursday 9 am to 12 pm and 2 pm to 7 pm, and Fridays 9 am to 2 pm. Writing center is located in Founders Hall, rm. 174.

SCHOOL OF NURSING RESOURCES

- **Computer Lab/Learning Resource Center** - Computer Lab/Learning Resource Center & Desktop Support Technician provides an on-site computer and resource lab to nursing students with state-of-the-art equipment and technology in the HSON. Students can request assistance with various software programs (e.g. Word, Power Point, and ExamSoft). The computer lab is located in HSON rm. 103.
- **Healthcare Affiliations** – include a wide variety of clinical resources including UCSD Medical Center, Sharp Health Care (hospital and clinics), Scripps Health (hospitals and clinics), Children’s Hospital and Health Center, Veterans Administration Hospital, and Balboa Naval Medical Center.
- **Clinical Site Coordination** – all clinical placements are coordinated by the Clinical Placement coordinator. Every effort is made to secure appropriate placements for each student. All arrangement for preceptors is made in conjunction with the

hospitals and SON. Students are not permitted to contact any clinical site or preceptor directly to request placements

- **Director of Student Services** - The Director of Student Services serves prospective and current students across all programs. She manages the recruitment and admissions processes for all academic programs in the HSON. She administers and coordinates Open Houses, Employment Fairs and New Student Orientations. In addition, the Director of Student Services manages the HSON financial aid budget and administers the awards made in collaboration with the Dean and Program Directors. She also serves as the HSON liaison with the University Office of Financial Aid, Office of the Registrar and the Office of Student Accounts to resolve student issues and keep them informed of HSON programs and policies.
- **Development Officer** – the Development Officer works with the HSON to establish scholarships for students and to enhance the overall support including program resources.
- **BINR Institute Simulation and Standardized Patient Nursing Laboratory (BINR)** – The Institute is designed to simulate the clinical setting and provide students with the opportunity to develop and enhance clinical skills in a safe environment.
- **Stress-Free Zone!**
Nursing students are at risk for high levels of stress related to heavy academic demands and the challenge of mastering complex knowledge, critical thinking, and psychomotor clinical skills. USD nursing faculty designed the *Stress-Free Zone: A Place for Compassionate Self Care* <http://sites.sandiego.edu/stress-free/> to help you during your nursing program. Stress is frequently linked to mood disorders including anxiety and depression. Research suggests that elevated levels of stress and anxiety may lead to impaired learning and critical thinking.

Students are often unaware that stress can impact their ability to learn, and may have limited strategies to reduce the stress they are experiencing. Therefore learning effective stress reduction skills is an essential component of the teaching-learning experience at USD. Developing effective stress management skills while in school may continue to fortify and protect you after you graduate, reducing professional burnout. We believe that stress management encompasses a whole range of compassionate self-care practices that reduce stress and promote wellness and healing. These practices are focused on calming and nurturing the mind, body and spirit for a sense of well-being.

Since mindfulness-based interventions (MBI) are effective self-care strategies for reducing mental distress and improving psychological well-being, the *Stress-Free*

Zone provides a whole array of MBI practices and resources, including brief meditations, wellness tips, readings, and other helpful web links designed to ease the tension and stress you might experience anytime, night or day. So check out the *Stress-Free Zone* and explore what it has to offer. We wish you a healthy and rewarding journey as you advance your nursing career.

APPENDICES

APPENDIX I – Student Health Requirements
Student Health Requirements
University of San Diego – Hahn School of Nursing & Health Science
Student Immunization Checklist

Instructions for Creating your Immunization Tracking System (ITS) Account:

1. Go to your school's Tracking System website, which is located at: www.usdcompliance.com
2. Create your account by clicking the 'Online Registration' button and filling out all the necessary information.
3. Process your payment by submitting Credit Card information.
4. Begin entering your immunization record information based on the checklist below, and your official documentation.
5. Once completed, be sure to submit copies of your documentation to American DataBank (by uploading them or via fax)

Instructions for Entering your Immunization Records:

1. TB Skin Test – Annual

Students must have 1 PPD (TB Skin Test) Annually for compliance.

PPD Positive Students: Any students with a history of PPD positive must show proof of a Chest X-Ray (within the last 2 years). These students will not need to have any additional TB testing, but must have a Chest X-Ray every 2 years.

Please submit official documentation for TB Tests, with dates and result showing. For PPD Positive Students, need the labwork printout of your most recent Chest X-Ray. Please submit these documents to American DataBank for processing.

2. Tdap – After 2005

Need proof of a Tetanus Diphtheria and Acellular Pertussis (Tdap) vaccination from 2005 to the present. No other type of tetanus vaccination will be acceptable in lieu of the Tdap. Please send official documentation of the vaccination to American DataBank for processing.

3. Influenza – Annual

Students must have a seasonal flu vaccination every year. Be sure to obtain a seasonal flu vaccination for the current flu season when available. Please send official documentation of the vaccination to American DataBank for processing.

4. Varicella – One Time

Students must show proof of either 2 Varicella vaccinations from some point in the past or of an 'Immune' Antibody Titer for Varicella. Date of Chickenpox disease is not-acceptable in lieu of either proof of shots or titer. If the titer comes back 'Non-Immune', you must show proof of a booster for Varicella, then one month later either a 2nd booster or an 'Immune' Antibody Titer for Varicella. This must be completed prior to entering the clinical setting, or September 1st. Please submit official documentation of any shots, and lab work printouts for any titers received, to American DataBank for processing.

5. MMR – One Time

Students must show proof of either 2 MMR vaccinations from childhood or of 'Immune' Antibody Titers for Measles, Mumps and Rubella. If Vaccinated Separately: Need proof of 2 Measles vaccinations, 1 Mumps vaccination and 1 Rubella vaccination. If Childhood Series Documentation is Unavailable: Get titers for the 3 diseases. If any titer is 'Non-Immune', you must get two MMR vaccinations now.

Please submit official documentation of vaccinations, and lab work printouts for any completed titers, to American DataBank for processing.

6. Hepatitis A – One Time

Students must show proof of either 2 doses of Hepatitis A vaccine or an 'Immune' Antibody Titer for Hepatitis A. The first vaccination must be completed upon entry to the program with the 2nd vaccination due 6 months thereafter. If the titer comes back 'Non-Immune', you must supply proof of two boosters after the non-immune titer. Please submit official documentation of any shots, and lab work printouts for any titers received, to American DataBank for processing.

Note: The **TwinRix** is a combination Hepatitis A and Hepatitis B vaccination, which can be given in lieu of separated Hep A and Hep B shots. This should be completed on the timeline: 1st Shot 1 Month until 2nd Shot 5 Months until 3rd Shot. If given, these vaccinations will count towards both the Hepatitis A and Hep B requirements.

7. Hepatitis B – One Time

Students must show proof of either 3 doses of Hepatitis B/TwinRix vaccine or an 'Immune' Antibody Titer for Hepatitis B. If the titer comes back 'Non-Immune', the student must then restart a new 3-shot Hepatitis B vaccine series. The timeline for Hep B vaccinations is 1st Shot 1 Month until 2nd Shot 5 Months until 3rd Shot. Please submit official documentation for any shots, and lab work printouts for any titers received, to American DataBank for processing.

8. Certification of Good Health (Physical Examination) – Annual

Students must have a physical examination every year, using the approved USD Hahn School of Nursing & Health Science Form. This can be found on the www.usdcompliance.com website. This form must be completed by a healthcare provider, please submit the completed form to American DataBank for processing.

9. American Heart Association BLS for the Health Care Provider CPR Certification – Every Two Years/When Expired

Students must have a current AHA BLS CPR card while enrolled at USD. You will want to enroll in the "BLS Healthcare Provider Course", information on times and locations can be found at <http://www.heart.org>, click the 'CPR&ECC' link at the top right, and see the link for 'Find a CPR Class' on the left. Please submit proof that you completed a course to American DataBank for processing. Proof can be a signed letter from the instructor, a certificate of completion, or a copy of the front (and back if available) of your CPR card.

10. Release of Information Form – One Time

Students must have a Release of Information Form on file; this can be found on the www.usdcompliance.com website. This form must be completed by the student and signed by a witness (any witness is acceptable), please submit the completed form to American DataBank for processing.

11. HIPAA – One Time

Students must complete HIPAA training through the USD Hahn School of Nursing & Health Science, go to website: <http://www.sharp.com/b2b/students/upload/HIPAA-Community-Privacy-Education-03202003-5.pdf>. Submit the certificate of completion for this training to American DataBank for processing.

12. Criminal Background Check – Annual

Students must complete a criminal background check every year. Use the www.sdnahcbackground.com website to complete this check.

13. Drug Screen - Annual

Students must complete a drug screen every year. Use the www.sdnhcbackground.com website to complete the check.

14. RN License: required for those in the MSN program only.

APPENDIX II – Certificate of Good Health



University of San Diego – Hahn School of Nursing & Health Science
 Certification of Good Health

Certification of Good Health		8
Patient's Name	Date of Exam	
Examiner's Name	Examiner's Title (RN, MD, DO, etc.)	
Examiner's Address		
()		()
Telephone	Fax	
Email		

The above named patient was examined on the date noted and found to be in good general health, free of known communicable diseases, and able to participate in school/work activities related to their status in the University of San Diego School of Nursing & Health Science.

Signature of Examiner		Signed Date
-----------------------	--	-------------

Examiner, please initial one of the options below for the above patient:

<input type="checkbox"/>	Negative PPD History. If given on the date of physical exam, please indicate results:				
<input type="checkbox"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">PPD Given Date: _____(M) _____(D) _____(Y)</td> <td style="width: 50%; padding: 5px;">Given by:</td> </tr> <tr> <td style="padding: 5px;">PPD Read Date: _____(M) _____(D) _____(Y) <input type="checkbox"/> Negative or <input type="checkbox"/> Positive, if Positive Please Check Below</td> <td style="padding: 5px;">Read by:</td> </tr> </table>	PPD Given Date: _____(M) _____(D) _____(Y)	Given by:	PPD Read Date: _____(M) _____(D) _____(Y) <input type="checkbox"/> Negative or <input type="checkbox"/> Positive, if Positive Please Check Below	Read by:
PPD Given Date: _____(M) _____(D) _____(Y)	Given by:				
PPD Read Date: _____(M) _____(D) _____(Y) <input type="checkbox"/> Negative or <input type="checkbox"/> Positive, if Positive Please Check Below	Read by:				
<input type="checkbox"/>	Positive PPD History , but patient is asymptomatic and has history/evidence of a Negative Chest X-Ray from within the last 2 Years.				
<input type="checkbox"/>	Positive PPD History , and patient is reporting signs and symptoms of TB, Re-X-Ray is required.				



APPENDIX III – Release of Information



University of San Diego – Hahn School of Nursing & Health Science
Release of Information

Release of Information **10**

I hereby authorize the Hahn School of Nursing and Health Science to release my social security number, health status information (including physical examination findings, immunization status and results of screening examinations), and information regarding RN licensure, malpractice insurance coverage and BLS certification as requested by agencies in which I will be obtaining clinical experiences. I understand that it is my responsibility to assure that this information is accurate and is kept up to date. I further understand that failure to supply or maintain the currency of the information will result in exclusion from classes and/or clinical placements.

Signature of Student	Signed Date
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Printed Name of Student

Below to be completed by a Witness

Signature of a Witness	Signed Date
------------------------	-------------

Printed Name of Witness



APPENDIX IV – Background Check/Drug Screen Procedure

Students must have a clear criminal background check and drug screen to participate in placement in clinical facilities. Please follow instructions below:

1. Go to the Customized Applicant Paying Website at www.sdncbackground.com to enter personal information. **IMPORTANT: DO NOT make typing errors when entering personal information. All errors, no matter how innocent, may result in you having to re-pay and re-test with the corrected information.**

Examples of errors that have caused problems:

Mixing up order of first, last and middle names

Typing error in SS#

Typing error in birth date

2. You MUST check “yes” in the box that asks if you want a copy of your report and give a valid email address. You are required to have a copy of your report to verify your results and act on any discrepancies.
3. Pay for your drug screen by selecting from two methods of payment (Money Order or Credit Card).
4. Once paid, a confirmation email will be sent to you and to the USD School of Nursing office.
5. The School of Nursing will mail you the Chain of Custody form and a list of Quest Diagnostics locations for the drug screen. Quest Diagnostics locations can also be found at www.questdiagnostics.com.
6. Take the Chain of Custody form to a Quest Diagnostics location and perform the drug screen.

IMPORTANT: DO NOT drink more than 8 oz of fluid in the 2 hours prior to giving the urine sample. An abundance of fluid will result in a “dilute” reading which constitutes a “flagged” situation. It will keep you from attending residency and requires immediate re-payment and re-testing. At the facility, if you are not able produce a urine sample when requested, call ADB on how to proceed.

7. The lab will run extensive tests to verify if the drug screen is negative/positive/dilute. **When results are negative**, a fax is sent from Quest to American DataBank to input the results. **When results are dilute**, you must contact **American DataBank (1-800-200-0853)** for further instructions. **When results are positive**, the results are forwarded to the Medical Review Officer. The Medical Review Officer will contact you for verification of any prescription drug you may be taking. After discussion, the Medical Review Office will send a fax to American DataBank to input the results and close the order. If the order is positive the Medical Review Office will list the drug that is positive.
8. In approximately 10 days you will receive an email from ADB with the results. It is your responsibility to check and resolve any “flagged” situations. If you are “flagged”, call **American DataBank (1-800-200-0853)** for instructions on how to proceed. You are **NOT** required to disclose the reason for the flag. If a hospital will not allow you access because of a flag, it is your responsibility to handle the situation. If there is not a successful resolution, you may not be able to continue in the program.

APPENDIX V – Required Computer Skills

Over view

Entering HCI students require basic computer skills prior to enrollment. The following is a list of basic computer skills based upon the TIGER INIATIVE and the National League of Nursing (NLN recommendations):

Required training

Students will be required to attend a WebCT workshop (USD course management software) as part of Student Orientation.

Students who lack basic computer skills can seek remediation through the University of San Diego Information Services: <http://www.sandiego.edu/its/idt/services/>.

Students who feel they have deficiencies in any of the follow areas are expected to seek assistance.

Skills required prior to start of MSN program (Phase in 2009-2010 academic year)

Basic computer skills

- Ability to Turn computer on/off
- Format a disk
- Move between directories
- Rename files
- Scan for viruses
- E-mail
- Use network menus
- Change drives
- Display directory contents
- Copy files
- Delete files
- Move files
- Add a software program to a computer
- Utilize a basic word processing software package
- Ability to use common search engines such as Goggle, MSN search and Yahoo
- Ability to construct and send/receive an email with attachments.
- Ability to operate simple computer devices such as printer, modem, fax, and document scanner
- Ability to utilize common data base programs (such as Excel)
- Ability to utilize common word processing programs (such as Microsoft office) to include the following:
 - Start program
 - Type new document
 - Correct errors
 - Check spelling
 - Check grammar
 - Format document with line spacing, margins, tabs, centering, and page numbering
 - Print document
 - Alter appearance of text (bold, underlining, italics, font)
 - Move text by blocking, copying, and retrieving
 - Save or retrieve a file to hard drive
- Ability to utilize common presentations programs such as Power point or Keynote (Mac based program)

APPENDIX VI - Notification for a Written Warning
University of San Diego
Hahn School of Nursing and Health Science
Notification for a Written Warning

Please record any written or verbal warning provided to a student. Student compliance failure will proceed to a Student Education Improvement Plan.

Student: _____

Faculty: _____

Date of action: _____

Verbal/Written warning:

Briefly describe actions leading to the need for a warning with student

Recommendations for overcoming the problem(s):

e.g., what must the student do?

Student comment: _____

Student signature: _____ Date: _____

Faculty signature: _____ Date: _____

Lead faculty Coordinator: _____

Issue resolved date: _____

SEIP implemented: _____

APPENDIX VII – Student Expectations and Improvement Plan
University of San Diego
Hahn School of Nursing and Health Science
Student Expectations and Improvement Plan

Student: _____

Faculty: _____

Date: _____

Beginning Date of Plan: _____

Ending Date of Plan: _____

SEIP

1 st	
2 nd	
3 rd	

Nature of the problem:

- _____ Removal from clinical area by Agency
- _____ Disrespectful or unprofessional classroom or clinical behaviors as reflected in the *Essentials Abilities and Profession Conduct* section of the *Student Handbook*
- _____ Deficiencies in *Essentials Abilities and Profession Conduct* as outlined in the *Student Handbook*.
- _____ Unprepared for clinical (e.g., lack of preparation, dress code violations, etc.)
- _____ Unsafe clinical practice (e.g., medication errors, inability to perform skills, practice outside scope as a nurse or a student, patient safety violations, etc.)
- _____ Inability to communicate effectively or appropriately with clients, families, or staff
- _____ Repeated Absenteeism (Class/Clinical)
- _____ Repeated Tardiness (Class/Clinical)
- _____ Repeated deficiencies or plagiarism in written work (class/clinical)
- _____ Received less than a score or 80% at mid-term in theory or clinical
- _____ Did not follow up or complete remediation plan
- _____ Other: please identify

Expanded description of the problem(s):

Requirements for overcoming the problems: what must student do (e.g., skills lab remediation, writing center, cease and desist tardiness/absenteeism/unprofessional/etc. activities, etc.)

Students Comments:

Signatures: By signing below, you are stating that you understand the nature of the problem or behavior and agree with the remediation to correct this problem

Student _____	Date _____
Faculty _____	Date _____
Lead Faculty Coordinator _____	Date _____

Faculty notes on progress: When an Improvement Plan is instituted, the student and theory, clinical, or lab faculty should meet on a weekly basis to evaluate progress. Record faculty notes regarding meetings below:

Outcome of Improvement Plan: (e.g., satisfactory completion of Plan, continuation of Plan and why; initiation of new Plan and why; unsatisfactory completion of Plan and why, with referral to Student Affairs Committee)

Student Comments:

Signatures: Once Outcomes of the Improvement Plan has been completed, designated faculty and the student will sign below:

Student _____	Date _____
Faculty _____	Date _____
Theory Faculty _____	Date _____
Clinical Faculty _____	Date _____
Lab Faculty _____	Date _____
Program Coordinator/Director: _____	Date _____

APPENDIX VIII- Incident Report



Incident Report Form

Person Reporting

Incident: _____ Incident Date/Time: _____
(Please Print)

Date of Report: _____

Circumstances surrounding incident:

Who: _____

What: _____

When: _____

Where (site location): _____

Action Plan: _____

Was an incident report filled out at the location (hospital, community clinic, etc.)? yes no

Signature of Person Completing Form:

Date: _____

cc: Program Director Mark Jones, Public Safety Rev 2/04
Dean Student File
Barbara Schatzer, Risk Management

UNIVERSITY OF SAN DIEGO
Hahn School of Nursing and Health Science
Process for Health Related Accident/Incident Occurrences
While on Clinical Affiliation

This process applies to USD students and supervisors.

A. If the injury requires immediate medical intervention:

1. Utilize the Emergency Room for immediate treatment at Facility/Agency where accident/incident occurs.
2. When completing the registration forms, indicate the injury will be classified as a Worker's Compensation claim that will be handled by USD. The insurer is Travelers. Policy Number TC2JUB424B57A10. The USD contact person is Barbara Schatzer, Director, Risk Management, 619 260-7677.
3. As soon as the injured party is capable of returning to campus, they must go to Public Safety Office and complete an Employee Injury/Illness report. The officer taking the report will give the person an "Authorization to Treat" form which also contains maps to the Sharp-Rees-Stealy Occupational Health centers.
4. All follow up care must be obtained through Sharp R-S. Take a copy of the emergency room record to Sharp for continuity of care.
5. If accident/incident is a Needle Stick, injured party also must complete the USD needle stick injury form. Give completed form to supervisor and forward a copy to the Risk Management Office CM105.

B. If the injury requires urgent, but not emergent medical attention:

1. Go to the closest Sharp Rees-Stealy Occupational Health centers. Tell the registration clerk the injury will be classified as a Worker's Compensation claim for USD. Ask them to call Barbara Schatzer, 619 260-7677 for treatment authorization. Call 619 921-7528 for after hours or emergency contact.

2. Follow instructions in "A.3" above, as soon as can return to campus.

C. If the injury does not require immediate medical attention:

1. As soon as capable of returning to campus, go to Public Safety Office and complete an Employee Injury/Illness report. The officer taking the report will give the student an "Authorization to Treat" form which also contains the maps to the Sharp Rees-Stealy Occupational Health centers.

2. Go to any of the Sharp Rees-Stealy locations for treatment and all follow up.

* If the site facility requires their incident/occurrence form to be completed, request a copy, and forward same to Barbara Schatzer, Risk Management CM102. If the facility refuses to provide a copy of the report, please forward this information to Barbara with the name and contact information for the facility's Risk Management office.

** Supervisors: Once Public Safety completes their reports, they will send a "Supervisor's Report of Injury" to the School of Nursing. You must complete this form to the extent applicable and forward the report to Barbara Schatzer, Risk Management, CM105

FOR A WORK-RELATED INJURY OR ILLNESS
 Send Employee to the Nearest
 Sharp Rees-Stealy Occupational Health Services Facility



**SHARP REES-STEALY
 CHULA VISTA**
 525 Third Ave.
 Chula Vista, CA 91910
 (619) 585-4050
Occupational Health Services
 7 a.m. to 5 p.m., Mon. to Fri.
Urgent Care Services
 8 a.m. to 8 p.m., daily



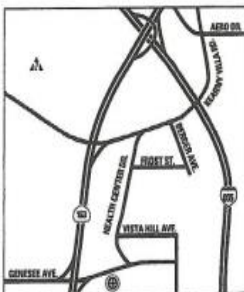
**SHARP REES-STEALY
 LA MESA**
 Grossmont Medical Plaza
 5525 Grossmont Center Dr.,
 Suite 601
 La Mesa, CA 91942
 (619) 644-6600
Occupational Health Services
 8 a.m. to 5 p.m., Mon. to Fri.
Urgent Care Services
 8 a.m. to 8 p.m., daily



**SHARP REES-STEALY
 DOWNTOWN**
 2001 Fourth Ave.
 San Diego, CA 92101
 (619) 446-1524
Occupational Health Services
 8 a.m. to 5 p.m., Mon. to Fri.
Urgent Care Services
 8 a.m. to 10 p.m., daily



**SHARP REES-STEALY
 MIRA MESA**
 8901 Activity Rd.
 San Diego, CA 92126
 (858) 653-6150
Occupational Health Services
 8 a.m. to 5 p.m., Mon. to Fri.
Urgent Care Services
 8 a.m. to 8 p.m., daily



**SHARP REES-STEALY
 GENESEE**
 2020 Genesee Ave.
 San Diego, CA 92123
 (858) 616-8400
Occupational Health Services
 7 a.m. to 5 p.m., Mon. to Fri.
Urgent Care Services available
 at Sharp Rees-Stealy Downtown
 and Mira Mesa locations



**SHARP REES-STEALY
 RANCHO BERNARDO**
 16950 Via Tazon
 San Diego, CA 92127
 (858) 521-2350
Occupational Health Services
 8 a.m. to 5 p.m., Mon. to Fri.
Urgent Care Services
 8 a.m. to 8 p.m., daily



See Reverse for Sharp Hospital Emergency Department Locations

AFTER-HOURS CARE FOR A WORK-RELATED INJURY OR ILLNESS

Send Employee to the Nearest
Sharp Hospital Emergency Department



**SHARP CHULA VISTA
MEDICAL CENTER**
751 Medical Center Court
Chula Vista, CA 91911
(619) 502-5800



**SHARP GROSSMONT
HOSPITAL**
5555 Grossmont Center Dr.
La Mesa, CA 91942
(619) 740-6000



**SHARP CORONADO
HOSPITAL**
250 Prospect Place
Coronado, CA 92118
(619) 522-3600



**SHARP MEMORIAL
HOSPITAL**
7901 Frost St.
San Diego, CA 92123
(858) 939-3400



SHARP Rees-Stealy
Medical Centers

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Capstone Project Approval Form

Student Name: _____ Expected Graduation Date: _____

Faculty Project Supervisor: _____

Agency member: _____

Agency member or domain expert: _____

Project Title: _____

Project Proposal: attach an APA formatted proposal to this form. The signed approval form with proposal is attached as first page of your formal plan. The proposal is a formal written APA formatted document that represents graduate level writing skills and represents significant scholarly activity

Formal written Project Proposal must include the following:

APA formatted, printed document

Project abstract

Introduction (very brief overview of what you proposing to do and why you are doing it.)

Statement of problem or question you have identified and brief summary of current situation

literature review

Goals, objectives, purpose (what you plan to achieve - desired outcome of this project)

Scope of Work, Plan of Action, Activities (how you plan to achieve the objectives, the specific activities you will undertake)

Work Breakdown Structure (WBS) and Gantt Chart.

Deliverables (what you will actually have once you have completed your project, e.g., a database, a website, software deployment, or a program, etc.)

APA formatted reference page

DO NOT WRITE THE DESCRIPTION HERE. ATTACH PRINTED PROJECT PROPOSAL DOCUMENT

Approvals/Signatures:

Student: _____

Date: _____

Faculty supervisor: _____

Date: _____

Capstone Assessment Guidelines

Your Capstone will be evaluated on several factors, including how well the Capstone actually integrates what you are expected to have learned in your core courses, and how well the completed project meets the objectives identified for the

Capstone Both the written report and the presentation are evaluated. Moreover, the project assessment will account for the scope and quality of your project as follows:

Scope of the work. The Capstone must be of a reasonable scope (as agreed upon with a faculty member), to address a project (or a research problem) of perceived importance. The Capstone must reflect a real world project or activity and may be carried out in conjunction with an identified agency. It must integrate theoretical concepts, technologies, and systems (within the deliverables) that successfully address the problem under consideration.

Quality of the work: Quality applies to the quality of the project deliverables, the quality of the written report, and the quality of the final presentation. It is paramount that students should strive to showcase their skills by delivering projects of superior academic quality.

Overall Capstone evaluation is based upon the following guidelines:

Grade	Description	Key Features
Excellent (A)	Excellent work. Logical; enlightening; originality of thought or approach; good coverage of topic; clear, in-depth understanding of material; good evidence of outside reading/research; very well written and directed.	Original; significant scope; exceptional quality; well-directed independent thought.
Very Good (B)	Very Good work. Logical; thorough; factually sound (no serious errors); good understanding of material; evidence of outside reading/research; exercise of critical judgment; some issues with writing and presentation.	Essentially correct and complete. Some issues with writing and presentation.
Good (C)	Good work. Worthy effort, but undistinguished outcome. Essentially correct, but possibly missing important points. Largely derived from material delivered in the	Missing important points; significant weaknesses in presentation.

	program, but with some evidence of outside reading/research; some evidence of critical judgment. Significant weaknesses in expression/presentation.	
Marginal Fail (D)	Inadequate work. Incomplete coverage of topic; evidence of poor understanding of material; poor presentation; lack of coherent argument.	Significant weaknesses, but serious effort.
Fail (F)	Unsatisfactory work. Serious omissions; significant errors/misconceptions; poorly directed at targets; evidence of inadequate effort.	Little or no achievement of learning outcomes. A detailed project evaluation form is also available.

APPENDIX X- Handbook Review Form

I have read the USD School of Nursing and Health Science, MS and MSN HCI Student Handbook and understand the provided information.

Printed Name

Signature

Date