University
of San Diego®

HAHN SCHOOL OF NURSING AND HEALTH SCIENCE
Betty and Bob Beyster Institute for
Nursing Research, Advanced Practice, and Simulation

Master's Entry Program in Nursing

Student Handbook
2017-2018

Dear MEPN students,

Welcome to the #1 most trusted profession – Nursing.

It is an honor to welcome each and every one of you to the University of San Diego Hahn School of Nursing and Health Science - Master Entry Program in Nursing (MEPN). We take great pride in the academic excellence of the MEPN program.

Recognizing students arrive to the MEPN program with vast experiences and knowledge outside of nursing, the MEPN curriculum incorporates the arts and the sciences in the curriculum and clinical components. Students are offered experiences in the acute-care hospital units, community settings, and international experiences to achieve USD's overall mission of preparing leaders who are dedicated to ethical conduct and compassionate service.

Your faculty are very experienced Registered Nurses who will be influential role models in the clinical, simulation center, and classroom settings. They will ensure a high level of excellence and academic rigor as they prepare you to become future clinical nurse leaders. The faculty believes the art of nursing is as important as the science of nursing and are committed to understanding, developing, and evaluating clinical competency. The curriculum is carefully crafted to provide students both traditional and alternative pedagogical approaches to teaching and learning. InterProfessional relationships with our medical colleagues at UCSD Schools of Medicine and Pharmacy offer students opportunities to learn with colleagues in a truly collaborative environment.

We encourage you to study hard and actively participate in all the MEPN program has to offer. This accelerated program moves fast and we know you are up to the challenge. It will all be worth it when you walk across the stage at graduation after only 21 months.

Once again, we welcome you to the #1 most trusted profession – NURSING.

Sincerely,

The MEPN Team

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TABLE OF CONTENTS

INTRODUCTION

This handbook is intended to provide information for the Master's Entry Program in Nursing (MEPN) student at the University of San Diego Hahn School of Nursing and Health Science (USDHSON). Students are responsible for the information contained in this handbook, and the *University of San Diego Graduate Course Catalog*. Refer to the *Graduate Catalog* and this handbook to ascertain important dates and information, such as last day to add/drop courses each semester; graduation petition deadlines; HSON health requirements and the application process for Registered Nurse licensure, Public Health Nurse certification and Clinical Nurse Leader certification.

It is the individual responsibility of the student to keep appraised 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 in The Office of Ethical Development and Restorative Practices (formerly the Office of the Assistant Dean of Students) in the Division of Student Affairs, as they are responsible for the implementation of the Student Code of Rights and Responsibilities.
http://www.sandiego.edu/conduct

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 (page 70), and return it to the Master's and International Nursing Office, HSON 107, within one week of orientation. Reading and signing the review form is required of all students or order to proceed past week 1, semester 1.

The handbook may be updated at any time. It is the responsibility of the student to be aware of changes. For additional questions or clarification regarding this policy, please contact the Master's and International Nursing office at 619-260-7608.

PHILOSOPHY OF THE HAHN SCHOOL OF NURSING (HSON)

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 believes 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 learning is a continual process that involves changes in knowledge, attitudes, and behaviors. Consistent with this belief, the faculty provides learning experiences that foster critical thinking and believe students are accountable for their own learning. The faculty believes 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 a values-based curriculum, which emphasizes the dignity of the individual.

The intent of all the 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 will contribute to social change in ways that foster health.

THE MASTER'S ENTRY PROGRAM IN NURSING (MEPN)

MEPN is a 21 month program with course work not only preparing individuals for RN licensure but with an advanced knowledge base in health care leadership, health assessment, pharmacology, public and community health, and specialty practice, leading to a master's in nursing degree.

The pre-licensure component of the curriculum is based on the California Board of Registered Nursing (BRN) standard requirements, including the Bachelor of Science in Nursing (BSN*)* Essentials document, Baccalaureate Competencies and Curricular Guidelines for the Nursing Care of Older adults, the Master of Science *(MSN)* Essentials document, Quality & Safety Education for Nurses (QSEN), Knowledge, Skills, & Attitudes (KSA); and, the American Academy of Colleges of Nursing (AACN) requirements for the clinical nurse leader role frame the graduate/master's level component of the curriculum.

Graduates are eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) exam following completion of coursework; and the Clinical Nurse Leader (CNL) certification exam after one year of clinical practice, and are also eligible to obtain Public Health Nurse (PHN) certification. (**See Appendix XII- Certifications**)

Graduates are prepared to work in any health care setting (acute care, long-term care, federal government, community public health, school health, etc.). The degree and experience makes the MEPN graduate eligible to serve as clinical faculty in many schools of nursing and prepares them to become eligible to enter either a clinical doctorate in nursing practice (DNP) program or a research PhD program in nursing.

Core Values

- 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

Conceptual Framework

The framework for the MEPN program is based on the nursing paradigm – person, health, nurse, and environment. This paradigm allows for the integration of multiple theories of nursing (grand, mid-range, and clinical) in the curriculum, especially exposing students to a variety of theoretical models from which they might choose as a framework that works best for them.

The paradigm is also the foundation for the USDHSON philosophy in which promoting and optimizing health, respecting the individual, offering compassionate, reflective and ethical nursing practice, providing service to the community, making a commitment to social justice, and being a nursing leader at local and global levels through knowledge generation and influencing health policy are threaded through our mission statement.

- *The Hahn School of Nursing and Health Science is a community of progressive scholars in an intellectually rigorous, research intensive environment.*

- *We educate graduate level nurses to optimize health, promote healing, and alleviate suffering through reflective practice, knowledge generation, service to the community, and leadership at local and global levels.*

- *We seek to deepen our commitment to social justice by influencing health policy and by promoting an ethical approach to nursing characterized by compassion and respect for the dignity of the individual.*

The paradigm also supports the mission of the University of San Diego in which knowledge generation and dissemination, inclusivity or respect for all, ethical and compassionate service, and the preparation of leaders are at the heart of its mission.

- *The University of San Diego is a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate service.*

The nursing paradigm also allows for the incorporation of **Benner's Seven Domains** of practice model to serve as the basis for the clinical evaluation tool and identification of learning outcomes; thus better assessing the achievement of learning outcomes across those domains and levels of pre-licensure preparation.

Benner's seven domains are the:
- Helping Role
- Teaching-Coaching Function
- Diagnostic and Patient Monitoring Function
- Effective Management of Rapidly Changing Situations
- Administering and Monitoring Therapeutic Interventions
- Regimes, Monitoring, and Ensuring the Quality of Health Care Practices,
- Organizational and Work-Role Competencies

Students are exposed to the nursing paradigm in their Conceptual Basis course (MEPN 533) in their first semester. This course introduces students to the general theories used in nursing (professionalism, therapeutic communication, teaching-learning, decision-making, and legal and ethical parameters). Students are introduced to Benner's model and domains of practice, exploring how it relates to their clinical practice and evaluation of their clinical objectives.

The clinical evaluation tool, based on Benner's domains, reflects increasing competency development across each domain, for the clinical courses completed in each of the five semesters. **At the completion of the MEPN program of study**, students will achieve the Advanced Beginner level of competency as defined by Benner: *nurses who can demonstrate acceptable performance and have coped with enough real-life situations to note, or have pointed out to them by a mentor, the recurring meaningful situations for recognition; developed principles to guide actions being formulated; and have these principles evolve from their experiences.* This achievement intends to be measured by an **exit Clinical Competency Exam (CCE)** (during the 4th semester) in which the student may be asked to assess the health status of an actor-patient, triaging and differentiating rapid response scenario, prioritizing care, and making recommendations regarding appropriate interventions to stabilize the patient.

The Clinical Nurse Leader Role

The CNL is a leader in the health care delivery system, not just the acute care setting but in all settings in which health care is delivered. The implementation of the CNL role, however, will vary across settings. The CNL role is not one of administration or management. The CNL assumes accountability for client care outcomes through the assimilation and application of research-based information to design, implement, and evaluate client plans of care. The CNL is a provider and

manager of care at the point of care to individuals and cohorts of clients within a unit or healthcare setting. The CNL designs, implements, and evaluates client care at the bedside and in the community by coordinating, delegating and supervising the care provided by the health care team, including licensed nurses, technicians, and other health professionals.

Fundamental aspects of the CNL role include:

- Leadership in the care of the sick in and across all environments;
- Design and provision of health promotion and risk reduction services for diverse populations;
- Provision of evidence-based practice;
- Population-appropriate health care to individuals, clinical groups/units, and communities;
- Clinical decision-making;
- Design and implementation of plans of care;
- Risk anticipation;
- Participation in identification and collection of care outcomes;
- Accountability for evaluation and improvement of point-of-care outcomes;
- Mass customization of care;
- Client and community advocacy;
- Education and information management;
- Delegation and oversight of care delivery and outcomes;
- Team management and collaboration with other health professional team members;
- Development and leveraging of human, environmental and material resources;
- Management and use of client-care and information technology; and
- Lateral integration of care for a specified group of patients.

(Excerpt from AACN – Clinical Nurse Leader- Frequently Asked Questions, can be found on http://www.aacn.nche.edu/cnl/frequently-asked-questions

Program Outcomes for Students in MEPN

Pre-licensure Learning Outcomes: The goals of MEPN are consistent with the *BSN Essentials* document:

1. Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and the humanities with nursing theory as a basis for professional nursing practice.
2. Use current research findings in promoting the health and welfare of people.
3. Apply clinically and culturally appropriate information technology to promote quality health care.
4. Collaborate with consumers and colleagues in the delivery of health care services.
5. Identify and influence factors that affect health care delivery.
6. Assume responsibility and accountability for ethical and legal nursing practice.
7. Assume and develop generalist nursing roles to meet the changing needs of clients (individuals, families, and populations).
8. Demonstrate awareness of global factors, including global environments and human cultures, as they influence health and health care delivery.

9. Use the nursing process, in collaboration with clients and colleagues, to meet the health-promotive, illness-preventive, restorative, rehabilitative, and end-of-life needs of individuals, families, and population groups; incorporating culturally sensitive primary, secondary, and tertiary interventions as needed.
10. Integrate strategies for risk anticipation and risk assessment to design, implement, and evaluate safe medical and nursing care.

Master's Learning Outcomes: The goals of the MSN component of MEPN are consistent with the *MSN Essentials* document:

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

SCOPE OF REGISTERED NURSING PRACTICE

The activities comprising the practice of nursing are outlined in the Nursing Practice Act, Business and Professions Code Section 2725. A broad, all-inclusive definition states the practice of nursing means those functions, including basic health care, which help people cope with difficulties in daily living which are associated with their actual or potential health or illness problems, or the treatment thereof, which require a substantial amount of scientific knowledge or technical skill.

In Section 2725(a), the Legislature expressly declared its intent to provide clear legal authority for functions and procedures which have common acceptance and usage. Registered nurses must recognize that the application of nursing process functions is common nursing practice, which **does not** require a standardized procedure. Nursing practice is divided into three types of functions, which are described below.

A. Independent Functions
Subsection (b) (1) of Section 2725, authorizes direct and indirect patient care services that insure the safety, comfort, personal hygiene and protection of patients, and the performance of disease prevention and restorative measures. Indirect services include delegation and supervision of patient care activities performed by subordinates.

Subsection (b)(3) of Section 2725, specifies the performance of skin tests, immunization techniques and withdrawal of human blood from veins and arteries is included in the practice of nursing.

Subsection (b)(4) of Section 2725, authorizes observation of signs and symptoms of illness, reactions to treatment, general behavior, or general physical condition and determination of whether these exhibit abnormal characteristics; and based on this determination, the implementation of appropriate reporting or referral, or the initiation of emergency procedures. These independent nursing functions have long been an important focus of nursing education, and an implied responsibility of the registered nurse.

B. Dependent Functions
Subsection (b)(2) of Section 2725, authorizes direct and indirect patient care services, including, but not limited to, the administration of medications and therapeutic agents necessary to implement a treatment, disease prevention, or rehabilitative regimen ordered by and within the scope of licensure of a physician, dentist, podiatrist or clinical psychologist.

C. Interdependent Functions
Subsection (b)(4) of Section 2725, authorizes the nurse to implement appropriate standardized procedures or changes in treatment regimen in accordance with standardized procedures after observing signs and symptoms of illness, reactions to treatment, general behavior, or general physical condition, and determining that these exhibit abnormal characteristics. These activities overlap the practice of medicine and may require adherence to a standardized procedure when it is the nurse who determines that the procedures are to be undertaken.

ACCREDITATION/APPROVAL

The HSON is accredited by the Western Association of Schools and Colleges (WASC) and the Commission on Collegiate Nursing Education (CCNE). The MEPN program is approved by the California Board of Registered Nursing (BRN) and meets all requirements as set forth by the BRN which states: *"To become approved and to continue to be approved, a school shall, in addition to meeting the criteria stated in this document, comply with all sections of Article 3, Title 16, Chapter 14, California Code of Regulations and Article 4, Chapter 6, Business and Professions Code. A material misrepresentation of fact by a nursing program in any information required to be submitted to the Board is grounds for denial or revocation of the program's accreditation (i.e., approval)"* [Section 1421(d)].

MEPN CURRICULUM

Medication Math Exams

Courses with a clinical component require MEPN students to successfully pass a medication math exam prior to entering the clinical setting. Students must pass the exam with a score of 100%. Students are given two opportunities to successfully complete this exam. If, on the second opportunity, a student is unsuccessful in passing this exam, the student will not be able to progress to the clinical setting, thereby resulting in a failure grade of the clinical component of the course.

The student will receive a grade of "W" (Withdrawal) and will be placed on an academic leave of absence (LOA). The student may return to the MEPN program in one year, if the student fulfills the requirements for returning from an academic LOA. Refer to LOA policy.

According to the California Board of Registered Nursing (BRN), students must take both the theory (classroom) as well as the clinical (practicum) at the same time. Therefore, if a student fails the clinical portion of the course, the student will fail the theory portion of the course. If this should occur, the student should consult with the MEPN Coordinator or Program Director.

Sequence of courses as listed is mandatory for advancement in the program.
   Program Plan: 71-72 units + ~1300 clinical hours

   Semester I (Fall)   15 units
   MEPN 521: Health Assessment *[3]*
   MEPN 533: Conceptual Basis of Professional Nursing Practice *[2]*
   MEPN 534/534P: Fundamentals of Nursing *[3]*
   MEPN 535: Introduction to Pharmacology in Nursing Practice *[2]*
   MEPN 555/555P: Nursing Practice with Adult and Older Adult Patients with Acute and Chronic Health Problems I *[5]*

   Semester II (Spring)   13 units
   MSNC 511: Evidenced Based Practice: The Role of Theory and Research *[3]*
   MEPN 556/556P: Nursing Practice with Adult and Older Adult Patients with Acute and Chronic Health Problems II *[6]*
   MEPN 557/557P: Nursing Practice with Psych-Mental Health Clients *[4]*

   Semester III (Summer)   12 units
   MSNC 503: Nursing Practice with Diverse Families in Communities *[2]*
   MSNE 546: Care of the Diverse Family: Field Experiences *[2]*
   MEPN 558/558P: Nursing Practice with Mothers and Infants *[4]*
   MEPN 559/559P: Nursing Practice w Children w/Acute & Chronic Health Probs *[4]*

   Semester IV (Fall)   16 - 17 units
   MEPN 547/547P: Care of Populations *[4]*
   MSNC 534/534P: Clinical Nursing Leadership: Theory and Practice *[6]*
   MSNC 512: Influencing the Health Care Environment: Policy and Systems *[3]*
   HCIN 540: Introduction to Health Care Information Management *[3]*

   Semester V (Spring)   15 - 16 units
   APNC 520: Advanced Pathophysiology *[3]*
   MSNC 518: Physical Assessment and Diagnosis for RNs *[4]*
   APNC 524: Advanced Pharmacology *[3]*
   MEPN 560/560P: Advanced Generalist Internship *[5]*
   Optional: MEPN 598: Externship (1) **Can only be taken in semester IV or V

Course Descriptions

APNC 520: Pathophysiology- Extends the student's knowledge in physiology, and guides the student in developing a deeper understanding of physical health and altered-health states. The goal is to guide the student in developing and applying a knowledge base which supports advanced clinical practice in identifying health problems, and planning, monitoring, and modifying health care regimens for clients/patients. *3 units*

HCIN 540: Introduction to Health Care Information Management - 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. *3 units*

MEPN 521: **Health Assessment** - Focuses on complete and focused health assessment of the adult patient. Emphasizes development of culturally appropriate history taking and health assessment skills with content discussing deviations from normal. Includes both lecture and laboratory skills components. ***48 lab hours,*** *3 units*

MEPN 533: Conceptual Basis of Professional Nursing Practice - Provides an overview of the nature of the professional nursing role and its conceptual bases. Examines the historical development of the profession; nursing leaders; and the various professional roles of the nurse. Emphasizes theory-based and evidence-based nursing practice; the theoretical foundations in nursing and those imbedded in the graduate curriculum at USDHSON, introduces APA format for scholarly papers. *2 units*

MEPN 534/534P: **Fundamentals of Nursing** - Introduces basic nursing care concepts and skills necessary to work with the adult and older adult hospitalized patient with acute and chronic health problems. Introduces students to the normal and aberrant variations in physiological and pathophysiological health states of adults and older adults with or at risk for altered status in hygiene, mobility, nutrition, skin integrity, and bowel and bladder elimination. ***108 lab & clinical hours***, *3 units*

MEPN 535: **Introduction to Pharmacology in Nursing Practice** - Provides an overview of the pharmacological concepts of pharmacotherapeutics, pharmacodynamics, pharmacokinetics, contraindications and precautions, adverse effects, and drug interactions. The pharmacological concepts of each prototype drug from the following classifications will be included: neurological; cardiovascular; respiratory; gastrointestinal; genitourinary; endocrine and immune; anti-microbial; and antineoplastic. Emphasis will be placed on nursing management that minimizes risks and adverse effects and maximizes the therapeutic effects for patients receiving these medications. *2 units*

MEPN 547/547P: Care of Populations (Community) - Focuses on the health of the community and subgroups within the community. Applies nursing and public health concepts to promoting and restoring the health of population groups. Addresses nursing involvement in

the legislative and regulatory processes as they affect health status and health care delivery. Examines selected community health problems and their implications for community health nursing practice. **96 clinical hours**, *4 units*

MEPN 555/555P/555L: Nursing Practice with Adult and Older Adult Patients with Acute and Chronic Health Problems I (Med-Surg I) - Expands basic nursing care concepts and skills necessary for students to work with the acute and chronic health problems of adult and older adult patients specific to alterations in oxygenation, fluid/electrolyte status, cardiovascular, and endocrine systems. Emphasis is on understanding and assessing the pathophysiological alterations, risks for complications and sequelae, and the interventions necessary to stabilize, restore, and promote health. Students will identify essential teaching and health restorative measures in the context of planning, implementing, and evaluating nursing care for the patient and family. **96 lab & clinical hours**, *5 units*

MEPN 556/556P: Nursing Practice with Adult and Older Adult Patients with Acute and Chronic Health Problems II (Med-Surg II) - Requires students to apply the nursing process for selected acute and chronic health conditions in adults and older clients. It further develops the generalist nurse's role in the care of adult and older adult patients with pathophysiological disruptions across systems. Emphasis is placed on new content such as pathophysiological alterations in the neurological, musculoskeletal, and respiratory systems; and long-term care elements specific to cancer, hospice, and rehabilitation. Assists students to refine their knowledge and skills to assess, diagnose, plan, implement, and evaluate care related to patient needs, to restore health and prevent complications. **144 lab & clinical hours**, *6 units*

MEPN 557/557P: Nursing Practice with Psych-Mental Health Clients - Provides a general overview of clients with mental health problems. Focuses on conceptual models of psychiatric nursing management and treatment modalities. Concepts related to neuropathology, polypharmacology, and psychopharmacology and their effect on the mental health of patients are introduced. The goals of the therapeutic nurse-client relationship are also explored. **96 lab & clinical hours,** *4 units*

MEPN 558/558P: Nursing Practice with Mothers and Infants (OB) - Provides a general overview of family, prenatal, antenatal, and post-natal health in addressing the health care needs of the childbearing family with a focus on health promotion, risk reduction, and disease prevention. Emphasizes primary prevention as a major dimension of health care; however, students are expected to address secondary and tertiary prevention needs as appropriate. Focuses on family care and education to promote health. **96 lab & clinical hours**, *4 units*

MEPN 559/559P: Nursing Practice with Children with Acute and Chronic Health Problems (PEDS) - Provides a general overview of the health care needs of children and adolescents with a focus on health promotion, risk reduction, and disease prevention. Pathophysiological disruptions in health across all systems, the unique presentation of these alterations, and the acute and chronic health problems specific to this population are presented. Identification of genetic, environmental, developmental, and life-style behaviors contributing to acute and chronic health problems are discussed. Focuses on family care and appropriate education for health and optimizing growth and development. **96 lab & clinical hours**, *4 units*

MEPN 560/560P: **Advanced Generalist Nursing Internship** - Focuses on integration of learning from all other courses to develop and execute the advanced generalist nursing role when providing holistic care to patients with complex or critical care level health problems and their families in such clinical specialty areas as pediatrics, high risk OB, crisis psych-mental health, and adult medical-surgical units. Emphasizes care of complex patients, identifying rapid response clinical situations by differentiating emergent, urgent, and non-emergent clinical states; developing, implementing, and evaluating evidenced-based nursing interventions to assist in a patient's participation in their recovery, prevention of complications and sequelae, reduction of risks, and management/stabilization of acute and chronic conditions. *192 lab & clinical hours*, *5 units*

MSNC 503: Nursing Practice with Diverse Families in Communities - Examines philosophical, theoretical, and conceptual bases for care of diverse families and groups in community settings. Analysis of community perspectives provides a foundation for general and advanced practice and research with families across the lifespan. The national health objectives provide a framework for family and community health promotion and risk reduction. Issues that affect family, aggregate, and community health and wellness are examined using an ecological perspective that includes social, political, cultural, and economic aspects of the environment. Addresses intervention strategies with families to achieve desired health outcomes in their community. *2 units*

MSNC 511: Evidence Based Practice: Role of Theory and Research - Explores and critiques the theoretical foundations of nursing science as a basis for the development of research. Emphasis is placed on the relationship of theory and research to the knowledge base and practice of nursing. *3 units*

MSNC 512: Influencing the Health Care Environment: Policy and Systems - Provides an understanding of nursing's leadership role in the analysis and evaluation of policy, organization, and financing of health care. Focuses 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. *3 units*

MSNC 518: Physical Assessment and Diagnosis for RNs - Focuses on theoretical and clinical skill development in physical assessment and diagnosis, across the life span. Designed to prepare the advanced generalist registered nurses with the knowledge and skills to make appropriate focused assessments and draw accurate conclusions about physiological/psychosocial instability/complications/sequelae of disease processes and/or therapeutic interventions. *48 lab hours*, *4 units*

APNC 524 Advanced Pharmacology: Provides the knowledge needed to assess, manage, and recommend pharmacological treatment plans as an advanced generalist registered nurse. *3 units*

MSNC 534/534P: Clinical Nursing Leadership: Theory & Practice - Explores and integrates concepts of leadership that are central to the practice of the clinical nurse leader (CNL) including: horizontal leadership, effective use of self, reflective practice, advocacy, lateral integration of care, change theory, and role analysis and implementation. Oversees

patient care provided by staff, in collaboration with RN preceptor or mentor, to improve patient outcomes. Serves as a role model for staff in anticipating risks and providing comprehensive care to individuals and clinical cohorts. Reviews and modifies, if necessary, standards of care for specific patient populations. Designs and proposes an implementation and evaluation plan for an evidence-based project designed to effect change in patient/staff outcomes. Completes 144 hours of preceptor and/or faculty guided clinical practice in a health care setting. *144 lab & clinical hours*, 6 units

MSNE 546: Care of the Diverse Families: Field Experiences - Focus is on the family within the community and access to the health care system. Frameworks used to assess families include developmental, systems, and structural-functional. Interventions with families emphasize promotion and maintenance of health as well as resolution of existing health problems. Students have clinical opportunities in official and voluntary agencies to integrate selected theories and concepts using the nursing process as they interact with clients and families in their homes and community settings. *96 clinical hours*, 2 units

MEPN 598: Externship: Applies nursing theory, process and clinical skills in an RN-precepted position within a health care agency with whom USD has a clinical agreement to work with geriatric, adult and/or pediatric patients and families. This enables students to become more proficient in patient care activities while at the same time providing a needed community service. Students apply previously acquired nursing theory and skills in assigned patient care; no new nursing skills will be taught in this externship experience. Seminars discuss clinical progress of students, clinical experiences, issues, and theory application. Elective course, *120 clinical hours*, 1 unit

SUMMARY OF REQUIRED CLINICAL HOURS

MEPN 521: Health Assessment	48 hours	
MEPN 534: Fundamentals + lab	108	
MEPN 555: M/S I +lab	96	
MEPN 556: M/S II	144	
MEPN 557: Psych	96	
MEPN 558: OB	96	
MEPN 559: Peds	96	
MSNE 546: Family	96	
MEPN 547: Community	96	
MSNC 534: Leadership	144	
MEPN 560: Internship	192	
MSNC 518: Assessment	48	
Total: ***1260** hours		

Malpractice Insurance

The university is self-insured and provides malpractice insurance to any university matriculated student engaged in patient care to fulfill course requirements. The liability coverage requires the student be registered for a course that is required in the student's degree plan and the student engage in the patient care during the time frame of the course.

CLINICAL EXPERIENCE

The clinical portion of the MEPN program is often the most intense, and yet the most rewarding part of the program. It is a time when the student is applying new knowledge and testing new skills while learning the roles and responsibilities of the registered nurse and the clinical nurse leader. The clinical courses involve integration of basic and more complex nursing skills, performing appropriate assessments on patients, using critical thinking skills to understand the diagnosis (es) regarding the clients' health risks and problems, and implementing an appropriate plan of care for all patients. During these clinical experiences, students are able to blend their nursing knowledge with their clinical expertise to bring about a more complete plan of care for the patient. Learning to merge both caring and curing for the benefit of the health care recipient enables students to become effective providers of health care.

Students are assigned a clinical faculty during each clinical rotation in the areas of fundamentals, medical-surgical, women's health, pediatrics, psychiatric, family health, community health, leadership, and internship practice. These faculty members are all experienced faculty in the chosen clinical specialty area and have been approved by the CA-BRN to serve as faculty. As much as possible we strive to retain clinical faculty for subsequent semesters to ensure consistency and quality of student learning. Clinical faculty has clinical orientations prior to each semester in which they will teach and have assistance available from the Program Coordinator, the Clinical Placement Coordinator, and the Lead Theory Faculty.

Preceptors are used in the student's last two semesters (Clinical Nursing Leadership and Advanced Generalist Internship) of study. These are non-faculty registered nurses employed in health care agencies used for clinical experiences. Preceptors mentor students on a one-to-one basis under the supervision of a faculty member. For the staff nurse who acts as a preceptor, this means taking on a responsibility over and above the heavy demands of their RN role. Both students and faculty need to demonstrate unfailing courtesy and consideration in their interactions with actual or potential preceptors. Students should be considerate in all their dealings with their preceptors. Both faculty and students are important ambassadors for the University and the nursing profession in all their contacts with preceptors. The clinical practicums are a key component of the MEPN program. For this reason, the selection of clinical sites and preceptors is a very important part of the student's plan of study and requires careful pre-planning by faculty, the Clinical Placement Coordinator, and the Program Coordinator/Director to ensure each student receives a clinical rotation that best assists students in obtaining their clinical objectives.

Students need to be active, self-directed learners. The clinical management experiences do not always coincide with the knowledge needed to care for a particular patient on a particular day. Students need to learn early on how to search out needed clinical information and resources (e.g., appropriate clinical management manuals, drug references, etc.) so they can provide adequate, competent, safe care to patients.

Clinical Competency Examinations (CCE)

Each semester MEPN students participate in Clinical Competency Examinations (CCEs). These CCEs are conducted in the Simulation Center, involving actors functioning in the role of standardized patients (SP). Students are assigned one or two standardized patients on whom a history and physical is obtained. Additionally, students provide nursing care for the SPs, such as calculating doses & administering medications, performing nursing interventions, and documenting care. Students are observed and graded by faculty as well as by the SP.

All students must pass the CCE with 80% or greater, in order to proceed to the next semester. In the event a student does not pass the CCE, the student will be remediated in the lab by a faculty member and given another opportunity to successfully complete the second CCE. Students who are unsuccessful passing the second CCE following remediation, will be dismissed from the MEPN program.

Reflective Journaling Guidelines

These guidelines were gathered to assist the MEPN student as he or she begins to develop the skills for reflective practice. Specifically, these general thoughts have been presented to assist each student to complete a reflection as required for each clinical day, and the reflection is submitted on the NEHR Perfect Clinical Tracking tool.

Background: Clinical nursing is an important and time-consuming portion of the nursing curriculum. Developing insight into personal critical thinking abilities can be fostered in the clinical arena of nursing coursework. Critical thinking may be defined as "pursuit of assumptions … an attitude of inquiry… and reflective thinking process … a reasoning process in which nursing students reflects on the ideas, actions, and decisions during the clinical practicum" (Sedlak, 1997).

Reflection provides an opportunity to recall the clinical experience and gain insight into one's learning, decisions, critical thinking abilities, and professional development. Reflective practice is an important component of professional nursing practice involving thinking about theoretical and scientific principles while delivering nursing care. When reflecting on actions taken, the nurse develops a deeper understanding of practice, analyzes what interventions were effective and those that were ineffective. Writing and journaling provides an opportunity for reflection, helping nurses make sound clinical decisions when providing patient care. (Hood, 2010, pp 21.)

Purpose: The purpose of the reflective journaling is to communicate with the clinical instructor some of the thought processes that occurred during the clinical practicum day, allowing personal (student) reflection.

1. **Due weekly within the 72 hours** following the clinical practicum, and before the beginning of the next clinical practicum.
    a. Specific faculty may recommend reflective journals be completed within a shorter time frame to facilitate more immediate challenging of cognitive skills and learning. Please verify with your clinical faculty their specific requirement.
2. Write about a situation(s) in the clinical practicum this week that was important or required making some type of decision from your clinical practicum.
3. Describe the situation involving decision-making.
4. Address how you (the student) went about making the decision including; thoughts before, during, and after making the decision
    a. Feelings generated
    b. Questions raised
    c. Alternative considered
    d. Resources needed
    e. Evaluation of outcomes
5. Consider writing 1-3 learning goals for the next week's clinical experience.
6. There is no length requirement or limit; however, several paragraphs would be pertinent to address the requirements for the reflection weekly.

7. Nonjudgmental written feedback will be provided weekly acknowledging the reflective journal entry by the clinical instructor. This feedback may ask the student to further reflect on specific points in the journal entry.
   a. Although the student may respond to the feedback in the journal, it is not a required component, unless specifically requested by the clinical instructor.
   b. The reflections are a required part of each clinical day. Faculty may adjust participation portion of grade to reflect student effort for this weekly assignment.
8. Additional references to assist with reflective practice are in Taylor's Fundamental text book:

References:
Hood, L. J. (2010). *Leddy & Pepper's Conceptual Bases of Nursing Practice (7th Ed.).* Philadelphia: Wolters Kluwer. Sedlak, C. A. (1997). Critical thinking of beginning baccalaureate nursing students during the first clinical nursing course. *Journal of Nursing Education, 36* (1), 11-17.

Taylor, C.R., Lillis, C., LeMone, P., Lynn, P. (Eds.). (2011). *Fundamental of Nursing: The Art and Science of Nursing Care (7th Ed.).* Philadelphia: Wolters Kluwer.

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 settings 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 **Scope and Standards of Professional Practice**, 2nd edition, is the premier resource on nursing practice. Scopes and Standards gives a broad, non-clinical description of the art and science of nursing and can be viewed at: http://www.nursingworld.org/principles.

To learn more about the **Health Insurance Portability and Accountability Act (HIPAA)** guidelines and to make sure you are compliant with HIPAA guidelines in the clinical or community settings visit the HIPPA website: http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/privacysummary.pdf

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.

- o 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.
- o Demonstrate the capacity to examine and change one's behavior when it interferes with productive individual or team relations.
- o Adapt to and function effectively and professionally in stressful situations in both the classroom and clinical settings, including emergency situations.
- o Possess skills and the experience necessary for effective and harmonious relationships in diverse academic and working environments.
- o Possess attributes that include compassion, altruism, integrity, honesty, responsibility, and tolerance.

- **Demonstrate appropriate classroom, clinical, and practicum conduct**. Students are expected to:
  - o Arrive on time.
  - o Be prepared for class instruction and participation.
  - o Address the instructor by his or her title.
  - o Notify the instructor in advance if the student will miss or be late to the class, clinic, or practicum.
  - o Send e-mails to instructors or fellow students that are respectful at all times when using the student sandiego.edu address.
  - o Refrain from speaking when others speak.
  - o Refrain from disruptive behavior; raise questions in a respectful manner.
  - o Listen to, follow directions provided by, and respond to instructors with respect and as authorities within their respective content areas.
  - o Refrain from using electronic devices without the instructor's consent.
  - o Refrain from engaging in intimidating, argumentative, offensive, or other inappropriate behavior.
  - o Be prepared as required by each course, clinic, or practicum.
  - o Adapt to and function effectively and professionally in stressful situations.
  - o Assume responsibility for personal learning and achievement.
  - o Strive to achieve personal best performance.
  - o 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:
  - o Ensure patient safety.
  - o Collaborate with staff at all levels in the clinical or practicum setting.
  - o Adhere to the requirements and policies established by the clinical agency.
  - o 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.
  - o Maintain confidentiality as required by law or policy.
  - o Dress according to the dress code for clinical, practicum and lab as outlined in the dress code section of the Student Handbook.
  - o 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

The following shall apply if a student fails to meet expectations described in the Essential Abilities and Professional Conduct Policy

First Incident: If a **faculty member** determines 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 VIII**) 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 promptly corrected. The written warning will be documented in the student's record. The Program Coordinator and/or Program Director will be informed 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 IX)** may 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, the student will be evaluated by the Program Coordinator, Director and the Dean; and dismissal may occur from the School of Nursing regardless of academic achievement.

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 MEPN Program Coordinator to inform the student of this right at or near the time the dismissal decision is communicated to the student.

- The student must submit an appeal in writing to the Dean's office <u>within five calendar days</u> after dismissal. 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, then the student may continue to attend classes until the appeal has been decided.
- Students can only fail one course during the MEPN program. Courses with theory and clinical components are considered as one course. All courses must be taken sequentially.

Remediation Plan for a student unsuccessful in a Clinical Competency Examination (CCE) or Clinical setting

The need for remediation is determined when a student does not pass a Clinical Competency Examination or if a student is underperforming in the clinical setting.

Guidelines for Remediation
1. The student will be debriefed and informed why a passing grade was not obtained.
2. The student will be required to successfully complete remediation prior to re-testing and/or returning to a clinical site.
3. In the case of a failed CCE - The second CCE will be set up requiring videotaping, and two faculty members observing the examination.
4. The student is required to pass the second CCE with a score of 80% or greater.
5. If the student fails the second testing the student will be dismissed from the MEPN program.
6. In the case of poor/failing performance in the clinical setting – The student will complete a remediation in the Simulation Center with a USD faculty in attendance. The faculty will provide a written report to the clinical instructor and MEPN Coordinator indicating whether or not the student is capable of providing safe and competent nursing care and therefore able to return to return to the clinical setting. If the faculty deems the student unsafe to practice in the clinical setting, the student will be dismissed from the MEPN program.

STUDENT ADVISING

The MEPN Program Director will serve as your advisor. Your advisor will ensure that you meet all academic and clinical requirements for the program, help resolve issues and problems, and assist in exploring future professional goals and educational options. Formal and informal advising times are available. Formal appointment times may be scheduled by contacting the MEPN office or emailing Dr. Marsh at kathymarsh@sandiego.edu. You may contact Dr. Kathy Marsh at any time, to schedule a meeting.

Registration

    MEPN students will be block-registered by the Master's Nursing Office.

<u>MEPN Leadership Team</u>

- **Kathy Marsh,** PhD, RN, CNS: Director of Masters and International Programs–
  email: KathyMarsh@SanDiego.Edu
- **Susie Hutchins,** DNP, RN: Coordinator of Simulation Center for MEPN –
  email: SHutchins@SanDiego.Edu
- **Peggy Mata,** MSN, RN: Clinical Placement Coordinator-
  email: pmata@sandiego.Edu
- **Jackie Close**, PhD, MSN, RN, Clinical Associate Professor –
  email: JClose@SanDiego.Edu
- **S. Le'Rae Owens-Gilliam,** MA**:** Executive Assistant to Master's and International
  Nursing – email: SLOGilliam@SanDiego.Edu

NATIONAL COUNCIL ON LICENSURE EXAM (NCLEX) REQUIREMENTS

Article 3, Title 16, Chapter 14, California Code of Regulations and Article 4, Chapter 6, Business and Professions Code requires students to complete a minimum of 58 semester units for pre-licensure.

SECTION 1426(c) states that the curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas:
> (1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.
> (2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of verbal, written and group communication.
> (3) Related natural, behavioral, and social sciences, sixteen (16) semester or twenty-four (24) quarter units.
> (4) College courses that emphasize interpersonal communication skills, anatomy, physiology, microbiology, psychology, sociology, cultural anthropology.

SECTION 1426(d). Theory and clinical practice shall be concurrent in the following nursing areas: medical/surgical, maternal/child, mental health, psychiatric nursing, and geriatrics. Instruction will be given in but not limited to, the following: personal hygiene, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, legal, social and ethical aspects of nursing, nursing leadership and management.

    These are the pre-licensure unit requirements required to gain beginning skills. These requirements meet the standards of the national and state credentialing and regulatory boards.

    Each unit of clinical practicum is equal to 3 clock hours per week multiplied by the number of weeks (as defined by the California BRN). Course credit hour allocation is based on semester units for a traditional 16-week semester. Fall and spring semester are regular 14-week semesters.

Summer session covers 12 weeks, but time per week spent in class or clinical practice experiences is increased to reflect the 1:1 hourly formula for theory and 3:1 for clinical practice. For example, 2 clinical credit hours, which would normally involve 6 clinical practice hours per week, are expanded to 8 hours per week to accommodate the shortened summer session time frame).

Approximately 4-6 months before students complete the program, the Board of Registered Nursing (BRN) requires that candidates for RN licensure complete the application for the NCLEX examination. This information can be found in **Appendix X.**

HEALTH REQUIREMENTS

Due prior to August 1, 2017
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 MEPN program:**
1. 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 must obtain permission from the program director to attend clinical with splints, braces, or casts in place.

Criminal History/Background Check

Criminal background checks, drug screen, and fingerprinting may be required for clinical placements. Clinical placement is contingent on the clinical or community facility's approval of the student placement following acceptance of the criminal background check, drug screen and fingerprinting. Students must comply with the requirements of each clinical/community facility at which the student may be placed.

Prior criminal convictions and/or failing to pass a drug screen may prevent a student from placement in a clinical or community facility and as a result, could jeopardize the student's status in the MEPN program. Additionally, prior criminal convictions and/or failing to pass a drug screen may affect a student's ability to sit for the national licensing examination.

Any student who is convicted of a crime while enrolled in the program is required to immediately notify the Program Coordinator. Depending on the nature of the offense, the student may be dismissed from the program.

Information & instructions for completing the background check process can be accessed at: www.sdnsebackground.com. To initiate your background clearance, go to the website https://sdnahsec.complio.com/and create an account.
1. Activate your account and log in and click on "Order Subscription."
2. Under "Select School" you will choose the University of San Diego Hahn School of Nursing.
3. You will order the SD Consortium Criminal Background Check and Drug Screen and under "Immunization Compliance Package" the correct program you are in.
4. Continue filling in required and optional fields.
5. 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
6. Go to the location you selected to provide your urine sample.

For additional information see **Appendix V.**

INFORMATION TECHNOLOGY REQUIREMENTS

Computers are used in various ways in courses taught in the HSON to assist students in the learning process. The HSON has established basic computer literacy requirements for all students. Students are expected to meet these requirements prior to admission. The HSON will not test student skills; however, the absence of these skills will greatly hamper chances of success in the program.

For students using the HSON Computer Lab, basic word processing programs and use of the internet is available for checking email or performing literature searches. Students should assess current skills and compare them to the specific skills required by the policy that is listed in

Appendix VI. Students may also enhance computer skills by engaging in self-study or by enrolling in an appropriate computer education course available through local community colleges or various local computer retail facilities. It is **required** that all laptop computers used during exam have a privacy screen filter to protect privacy.

The MEPN program recommends all incoming students to own an, iPad, iPhone, or PC laptop for clinical rotations. You will be using this device to track your patient demographics and nursing interventions in the clinical setting and as a tool for accessing clinical reference information. Some hospitals and clinical sites do not allow the use of cell phones or cameras in the clinical setting. Students will follow the policy of the hospital where they are placed. Additionally, you will be required to sign a technology agreement (**see page 69**) regarding the use of technology in the clinical setting.

Reference software

The clinical tools called NEHR Perfect, and ExamSoft, as well and recommended reference material, text books, and clinical reference software are required for MEPN students. NEHR Perfect is used to track clinical experiences, patient demographics and is used to gather administer clinical evaluations.

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.

For courses requiring Exam Soft, students will need to purchase ExamSoft each semester.

Once a student account has been created, students 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.examsoft.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

The cost of these software products are included in the anticipated costs sheet (**Appendix I**) and are covered by financial aid.

Minimum Laptop Specifications for ExamSoft

The following is a guide to determine if your laptop meets minimum operating requirements for use with Examsoft.

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

- ➢ **SofTest Windows PC Requirements:**
  - Operating System: 32-bit and 64-bit Versions of Windows Vista, Windows 7, Windows 8, and Windows 10
  - Only genuine, U.S.-English, French, Portuguese, Swedish, and British versions of Windows Operating Systems are supported
  - ExamSoft does not support Tablet devices
  - CPU Processor: 1.86Ghz 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
  - For onsite support, a working USB port is required (newer devices may require an adaptor)
  - Internet connection for SofTest download, registration, exam download and upload
  - Screen resolution must be 1024x768 or higher
  - Adobe Reader (Version 9, 11, or DC) is required for exams containing PDF attachments

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

- ➢ **SofTest Windows Mac Requirements**
  - CPU = Intel processor
  - RAM = 2 GB
  - Hard Drive = 1 GB or higher free disk space
  - Operating System:
    - Mac OS X 10.9 Mavericks
    - Mac OS X 10.10 Yosemite
    - Mac OS X 10.11 El Capitan
    - Mac OS X 10.12 Sierra
  - Screen Resolution must be 1024 x 768 or higher
  - Server version of Mac OS X is not supported
  - For onsite support, a working USB port is required (Newer devices may require an adapter)
  - Internet connection for SofTest download, Registration, Exam Download and Upload
  - Administrator level account permissions

ANA's Tips for Using Social Media

Social media and the Internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people. Nursing 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, Instagram and Snapchat or other social media tools during clinical 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. PDAs are to be used in the clinical areas, and for lab activities and classroom exercises as directed by faculty. 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. For more information on HIPPA visit http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/privacysummary.pdf
   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. PDA telephone and camera functions must be turned off during clinical and lab sessions by placing devices in "Airplane" mode [see below for instructions to place phones in "Airplane" mode]. Students are fully responsible to ensure that

they adhere to all regulations at all times whether at school, at clinical, on break, or anywhere else. This includes proper management of confidential client information. Picture taking is prohibited in all clinical sites.

    d. With the exception of specified course required activities, sending or receiving text or other messages on the PDA during class, clinical or lab is not permitted.

    e. 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.   Using Airplane Mode – (iPhone/iTouch/iPad)
    a. Go to "Settings"
    b. Tap "Airplane" mode ON
    c. Tap Wi-Fi ON
    d. You will not be able to receive phone calls/text messages online. You will be able to get online clinical applications.
    e. If students need to give a number to family members for contact, give the facility number provided in the syllabus.

IV.   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.

V.   Handheld Device Hygiene
    a. Wash hands before using handheld device.
    b. Avoid using device with contaminated gloves, plan ahead for procedures.
    c. Wipe down handheld device using solutions ONLY recommended by manufacturer.
    d. Avoid areas that can possibly contaminate device, e.g., laying device on bedside tables or patient bed.
    e. Avoid, if possible, taking device into isolation rooms. Help minimize transmission of organisms by placing device in sealed Ziploc lab specimen bag or leaving device with instructor outside of isolation rooms.
    f. Think before using in clinical setting. Remember handheld device will be brought home and used with family and friends.

Electronic Mail
Due prior to August 1, 2017
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 name can be placed on the HSON list serve. **Students will be expected to check their USD 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. All emails coming from the HSON are in PC format.

Privacy Screen Filter

To safeguard academic integrity, each student is **required** to have a privacy screen filter for their personal laptop that will be used in the classroom setting when testing is occurring. Screen filters are available at Best Buy and other retail outlets for between $25-50. If you have questions about this requirement, please contact the MEPN office at 619-260-7608.

OTHER REQUIREMENTS

Dress Code

Students **MUST** adhere to the dress code established by the San Diego Nursing Service and Education Consortium and the HSON when they are in a clinical setting. The guidelines below are minimum requirements expected of faculty and students for pre-clinical and clinical assignments. In addition, schools understand that facilities may require affiliating faculty and students to adhere to a facility-specific dress code.

Clinical: Your uniform will consist of ceil blue scrubs, all white leather shoes, watch with a second hand, stethoscope, pen light, bandage scissors, black pen and clinical ID badge.

1. Picture identification badge with name that meets the guidelines of AB 1439, which amended Chapter 1 of Division 2 of the Business and Professional Code of the State of California. Some facilities require both student and facility badges, or may allow either student or facility.
2. Clean scrub set with USD School of Nursing logo (ceil blue). Scrubs are required in the lab.
3. A lab coat with the USD School of Nursing logo must be worn over scrubs when representing USD at health fairs, shot clinics, and in the community setting.
4. Clean, low-heeled white, leather shoes, with closed toes and closed heels. Clogs must have a closed back. Athletic, all white, leather shoes may be worn. No sandals or flip-flops.
5. Jewelry: Only one ring, limited to one hand is permitted in clinical setting. No piercings or jewelry/hardware may be evident other than one small stud earring per ear. No bracelets.
6. Hair color must fall within natural occurring shades, be neat, and if long enough to rest on shoulders it must be secured back. Facial hair must be neatly trimmed.
7. Tattoos must be covered at all times in the clinical, lab & community setting. Students may purchase full length "Sleeves" from a uniform supplier, to cover tattoos.
8. Fingernails must be trimmed short. Clear polish without chips is acceptable. No artificial or acrylic nails or components thereof are permitted.
9. Make up is to be worn in moderation.
10. No perfumes or scented lotions.
11. No low necklines.
12. Undergarments cannot be visible through the uniform. A white tee shirt may be worn underneath the scrub top as long as length does not exceed the elbow.
13. When representing USD HSON in the hospital or community setting, unless a uniform is required, students will adhere to business casual attire at all times.

Failure to comply with this policy may result in: 1) Removal from a clinical rotation (i.e., the student will be sent home and this will be considered an unexcused absence), 2) Removal from a class where clinical attire is to be worn.

Identification on Clinical Sites
California Title XXII and all community agencies and hospitals require that all students and faculty **MUST** wear a USD photo identification badge clearly indicating their name and status. Prior to the start of each semester, the Director of Student Services will provide a listing of students to Notary on Wheels and a photo will be taken as part of orientation. Students who miss this opportunity for a photo ID will need to make separate arrangements by calling 619-280-2965.

At some clinical sites an additional photo ID bearing the name of the facility is also required. Arrangements for these badges will be made by the clinical faculty for the course. Some clinical sites require a refundable deposit for badges.

For additional questions or clarification please contact the Master's and International Nursing Office at 619-260-7608. Failure to comply with this policy may result in: 1) removal from a clinical rotation (i.e., the student will be sent home and this will be considered an unexcused absence), 2) removal from a class where student ID is to be worn, 3) and/or dismissal from the program if the situation warrants it.

Lab or Clinical Incidence/Injuries
Students incurring a physical injury or needle-stick injury within the context of a clinical learning activity are required to:
1. Report it to the clinical faculty immediately
2. Complete the incident/accident report (For the form and the complete reporting procedure please see **Appendix XIII**).

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
The MEPN program is very time consuming. Clinical and community placements take priority over work commitments. 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 time management issues causing decreased clinical performance and/or theory performance and may jeopardize the academic and clinical performance of a student.

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, 2017 - August 14, 2018)
    Spring & Summer Coverage: $1217 (January 1, 2018 - August 14, 2018)
    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 the student fee takes you thru the first year as graduates.

California Nursing Students' Association (CNSA)
CNSA Convention, October 6-8 2017, Sheraton Fairplex Hotel, Pomona, CA

National Student Nurses Association (NSNA)
Summer Leadership Conference – check website for 2018 meeting dates

Sigma Theta Tau International (STTI)
October 28 – November 1, 2017, Indianapolis, IN

American Assembly for Men in Nursing (AAMN)
41st Annual Conference –September 21-23, 2017 Red Rock Resort, Las Vegas, NV

Association of California Nurse Leaders (ACNL)
2018 ACNL Annual Conference- Date and Location TBD

National Black Nurses Association (NBNA)
46th Annual Institute & Conference, check website for 2018 dates

Filipino Nurses Association of America (PNAA)
39th Annual National Convention, check website for 2018 dates

National Association of Hispanic Nurses (SDNAHN)
Annual Conference - check website for 2018 dates
http://www.sdnahn.org/

American Organization of Nurse Executives (AONE)
AONE Annual Meeting and Exposition, April 12-15, 2018, Indianapolis, IN
http://www.aone.org/annual-meeting/index.shtml

American Nurses Association (ANA)
ANA Annual Conference, March 21-23, 2018, Orlando, FL

Clinical Nurse Leader Association (CNLA)
Annual Conference - check website for 2018 dates
http://cnlassociation.org/students/

POLICIES AND PROCEDURES

Student Representation
Student representatives are elected by the Graduate Nursing Student 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 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 within the HSON.

Attendance Policy

Consistent and regular attendance at all classes and clinical days is an essential requirement of the program for all students. **Students are expected** to schedule any personal or medical appointments (other than medical emergencies) on dates and times that do not conflict with class or clinical days. In general, students at the graduate level should plan for 3 hours preparation time for each unit assigned therefore, if a student is assigned to a course requiring 3 units, it is assumed this student will have 9 hours of class prep time per week.

Students must comply with the attendance policy as follows:

1. **If a student must miss a class or exam** for some unforeseen, unavoidable, and serious reason (i.e. death in the family) an excused absence may be permitted with the approval of the faculty member :
    a. The student must notify the faculty member teaching the course, **prior** to the absence.
    b. The student is responsible to obtain class content that was missed.
    c. Alternative arrangements for any missed make-up work need to be made with the faculty member teaching the course.
    d. Appropriate documentation of the reason for the absence may be required.

2. **If a student must miss a clinical or lab day** for some unforeseen, unavoidable, and serious reason (i.e., death in the family) an excused absence may be permitted. Please notify your clinical /lab faculty, and MEPN Program Coordinator, so arrangements can be made to develop a plan to complete the missed clinical day.
    a. In the event a clinical/lab day is missed for an illness **the student must provide a medical excuse** signed by a healthcare provider (MD, NP, DO, or PA) indicating either the student sought medical care on the date of the absence or that the student's illness prevented the student's attendance on the clinical day.

3. For questions or clarification regarding this policy, please contact the MEPN Coordinator or Clinical Placement Coordinator.

4. Failure to comply with the attendance policy may result in appropriate corrective action, up to and including a failed exam, class, or clinical, or dismissal from the program.

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 MEPN degree must complete a minimum of 71 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 MEPN 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. For courses that include both a theory component and a clinical component, the student must pass both components, with a minimum grade of B- in each component, in order to receive a passing grade in the course. If a student receives less than a B- in either the theory or clinical component of the course, the student will not be considered to have passed the course.

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 and Dismissal for Academic Reasons
All courses are sequential and therefore must be taken in order. If a student does not successfully pass Health Assessment (MEPN 521), with a grade of 80% or greater, the student will not be given an opportunity to progress in the program and will not be eligible for readmission.

If a student receives a grade of less than 80% for one course (theory or clinical), the student will be given the opportunity to repeat the course. Since all courses must be taken sequentially, the repeated course must be taken during the next semester in which it is offered, and the student will not be permitted to take other courses before passing the repeated course with a grade of 80% or greater. A student may repeat only one course during the student's enrollment in the MEPN program. A student who receives a grade of less than 80% in the repeated course will not be permitted to continue in the program.

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 either course and will be dismissed from the program.

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

Leave of Absence

The HSON faculty realizes 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. Similar efforts will be made to retain students in the MEPN program. If, for any reason, a student must interrupt his or her educational progress, the student may request a leave of absence by submitting a written request to the Program Coordinator or Program Director. Leaves of absence (LOA) will be considered and administered in accordance with University of San Diego policies.

In the event a student must take a leave of absence for any reason, the student may be away from the program for a significant amount of time. Therefore, in order to stay up-to-date on clinical skills the student must, as a condition of returning to the MEPN program after the leave:

a) Enroll in a Certified Nursing Assistant course and work as a CNA for a minimum of twenty, 12-hour shifts in an acute care or skilled nursing facility during the time away from the program.

b) Send a letter to the MEPN Program Coordinator at least 10 weeks prior to the start of the returning semester providing information about and verification of the student's completion of the requirements set forth in part (a) above.

c) Provide a letter from a manager of the facility where the student worked, verifying that the student completed the requirements set forth in part (a).

d) Successfully pass a medication math test with a score of 100%

e) Perform and pass, with at least 80%, a head-to-toe exam on a standardized patient. This exam will be scored using the criteria from the last semester in which the student was enrolled in the MEPN program.

Clinical Performance Evaluation of Student

According to SECTION 1428(c) of the Board of Registered Nursing Business and Professions Code, "There shall be tools used to evaluate students' progress and performance and clinical learning experiences shall be stated in measurable terms directly related to course objectives." The tools used to evaluate a student's progress and performances are:

Clinical Performance Evaluation (**Appendix VII**) are completed in NEHR Perfect and shared with students at the mid-term and completion of each clinical course to evaluate the student's overall clinical performance. Students receive clinical evaluation in a face-to-face, one-on-one meeting with the faculty member who is responsible for the student in the clinical area. In the event that a student disagrees with the assessment by the faculty member, the student may initiate the HSON Grievance Procedure.

Student Evaluation of Course and Clinical

At the end of each course, each student is asked to complete a confidential evaluation of the course, theory faculty, and clinical faculty. These evaluations are on-line and can be accessed through the MySanDiego portal. Evaluations are only open for a specific amount of time prior to the end of each semester. Additionally, for MSNC 534 and MEPN 560, students are asked to complete an evaluation of their preceptor.

USD POLICIES AND PROCEDURES
Students are expected to be familiar with and to follow all university policies and procedures applicable to students, several of which are highlighted in this section. For more information about the various policies applicable to students, please see http://www.sandiego.edu/conduct/the-code/university-policies/.

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.

The University's Academic Integrity Policy (Policy 4.8), applicable to all students at the HSON, can be found at: http://www.sandiego.edu/legal/policies/faculty/academicintegrity.pdf.

Policy Prohibiting Discrimination and Harassment
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.

The university's Policy Prohibiting Discrimination and Harassment can be found at: http://www.sandiego.edu/legal/policies/community/institutional/discrimination.pdf.

Sexual Harassment, Dating Violence, Domestic Violence and Stalking
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.

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.

You may also contact the university's Title IX Coordinator in Maher Hall, Room 101; by telephone at (619)260-4594; by email at: titleix@sandiego.edu; or through the university's Title IX webpage at: http://www.sandiego.edu/titleix/.

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 academically disqualified from the program.

Students may fail a clinical course because of significant clinical and/or professional deficits. A 'failing" grade is considered any grade less than 80%. A failed clinical results in a failure of the theory portion of the course, and conversely, if a student fails the theory portion of a course they fail the clinical component. A student is allowed to retake only one course during the student's enrollment in the MEPN program. See Course Repetition section above.

Students who wish to appeal the academic disqualification must do so in writing to the Dean of the School of Nursing within five (5) calendar days of receiving such notice.

In addition to dismissal for academic reasons student can be dismissed for violating university policies or for failing to meet the expectations of the Essential Abilities and Professional Conduct Policy (as set forth in this Handbook). Appeals from those dismissal decisions shall be handled in a manner consistent with those policies.

Grievance Policies
Students have five days to submit a formal grievance of a grade issued or another issue. Grade grievances are first addressed with the faculty member involved. If not resolved at that level, they may be brought to the **Director of the program**. 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.

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 homepage. 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.usdtorerostores.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.

- **United Front Multicultural Center** - (UFMC) engages the University of San Diego community in exploring and affirming the unique identity of each person. The Center fosters an environment where student leaders feel empowered to become change agents for social justice and builds relationships with faculty, staff, students, and community members to develop a foundation that honors and values diversity. The UFMC serves as an educational resource, working to contest the dominance of prejudice and intolerance, and works to enact the values of the University as "a welcoming, inclusive and collaborative community...marked by protection of the rights and dignity of the individual."

- **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 – refer to website:** http://www.sandiego.edu/disability/services/

   USD is committed to ensuring equal access to university programs and activities for students with disabilities. Students with disabilities who believe they may need a reasonable accommodation(s) in a course are encouraged to contact the Disability Learning and Resource Center in Serra 300 (tel. 260-4655) as soon as possible to better ensure that approved accommodations are implemented in a timely fashion. Students, with an approved IEP, may be granted extra time to complete examinations, however, students **will not be granted extra time in the clinical setting**.

43

Students are responsible for presenting approved paperwork from the DLRC to their faculty and to the MEPN Program Coordinator/Director at the beginning of the academic term.

- **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

- **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 Friday's 9 am to 2 pm. The 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. If a student needs to use a laptop, they must check it out for loan with Susan Merrill in the Administration office - H201.

- **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 – Anticipated Costs
Fees subject to change

University of San Diego				
Hahn School of Nursing and Health Science				
September, 2017				
Anticipated MEPN Student Costs* revised 7/2017				
Tuition	**Unit/Semester**	**Cost/unit**	**Total/Semster**	
Fall 2017	15	$ 1,465.00	$ 21,975.00	
Spring 2018	13	$ 1,465.00	$ 19,045.00	
Summer 2018	12	$ 1,465.00	$ 17,580.00	
Fall 2018	16	$ 1,465.00	$ 23,440.00	
Spring 2019	15	$ 1,465.00	$ 21,975.00	
Total Tuition Cost			$ 104,015.00	$ 104,015.00
Books & Software				
Nehr Perfect	one time cost	$ 195.00		
Typhon	one time cost	$ 50.00		
Examsoft	70.00 per year	$ 140.00		
Books		$ 2,000.00		
Total Book Cost			$ 2,385.00	$ 2,385.00
Nursing Equipment				
Stethoscope/Blood Pressure cuff		$ 130.00		
Uniforms (at least 2 sets)		$ 170.00		
Shoes		$ 80.00		
Skills Lab Pack		$ 250.00	$ 630.00	
Total Nursing Equipment Cost			$ 630.00	$ 630.00
Lab Fees				
Clinical/Lab Course	12 courses	$25-325/course	$ 1,925.00	
Total Lab Fees			$ 1,925.00	$ 1,925.00
NCLEX Review Course				
ATI			$ 1,400.00	
Total Review Course			$ 1,400.00	$ 1,400.00
Sigma Theta Tau Nursing Honor Society				
Membership and Induction			$ 126.50	
Total Sigma Theta Tau Cost			$ 126.50	$ 126.50
Parking	**# of Years**	**Cost/Year**		
Parking Permit	2	$ 280.00	$ 560.00	
Total Parking Costs			$ 560.00	$ 560.00
Student Health Fees	**# of Semesters**	**Cost/Semester**		
Health Fees	4	$ 110.00	$ 440.00	
Total Student Health Fees Cost (only assessed for Fall & Spring Semesters)			$ 440.00	$ 440.00
Graduate Students Association Fee				
	# of Semesters	**Cost/Semester**		
Fall and Spring Semesters Fees	4	$ 32.00	$ 128.00	
Summer Session Fee	1	$ 24.00	$ 24.00	
Total Graduate Students Association Cost			$ 152.00	$ 152.00
Student Life Pavilion Fee	**# of Semesters**	**Cost/Semester**		
Fall and Spring Semesters Only	4	$ 35.00	$ 140.00	
Total Graduate Students Association Cost			$ 140.00	$ 140.00
Health Insurance Coverage	**# of years**	Cost/Year		
comprehensive coverage	2	$ 2,080.00	$4,160.00	$4,160.00
Total Program Costs				$115,933.50
* Tuition, fees, and lab costs subject to change based on USD policy				

APPENDIX II – 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 lab work 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 thewww.sdnahcbackground.com website to complete this check.

13. Drug Screen – Annual Students must complete a drug screen every year. Use the www.sdnahcbackground.com website to complete the check.

APPENDIX III – 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 fully participate in school/work activities wihtout restrictions 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:

☐	**Negative PPD History.** If given on the date of physical exam, please indicate results:
	PPD Given Date: _____(M) _____(D) _____(Y) **Given by:**
	PPD Read Date: _____(M) _____(D) _____(Y) ☐ Negative or ☐Positive, if Positive Please Check Below **Read by:**
☐	**Positive PPD History,** but patient is asymptomatic and has history/evidence of a Negative Chest X-Ray from within the last 2 Years.
☐	**Positive PPD History,** and patient is reporting signs and symptoms of TB, Re-X-Ray is required.

APPENDIX IV – Release of Information

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**

Printed Name of Student

Below to be completed by a Witness

Signature of a Witness   **Signed Date**

Printed Name of Witness

APPENDIX V – Background Check/Drug Screen

Background Check/Drug Screen Information

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

Go to the Customized Applicant Paying Website at www.sdnsebackground.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
      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.

Pay for your drug screen by selecting Package 1. Only two methods of payment (Money Order or Credit Card). Once paid, a confirmation email will be sent to you and to the USD School of Nursing office. Quest Diagnostics locations can also be found at www.questdiagnostics.com. Go to the designated Quest Diagnostics location and perform the screen.

IMPORTANT: DO NOT drink more than 8 oz. of fluid 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 clinicals and requires immediate re-payment and re-testing. At the facility, if you are not able produce a urine sample when requested, call ADB.   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.

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 rectify the situation. If there is not a successful resolution, you may not be able to continue in the program.

APPENDIX VI – Required Computer Skills

<div align="center">

Required Computer Skills

</div>

Overview
Entering MEPN students require basic computer skills prior to enrollment in the first course sequence. The following is a list of basic computer skills based upon the TIGER INITIATIVE and the National League of Nursing (NLN) recommendations:

Required training
Students will be required to attend workshops on iPod Touch, Typhon, ExamSoft, clinical software usage and Blackboard (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 dept. http://www.sandiego.edu/its/idt/services/.
Students who feel they have deficiencies in any of the follow areas are expected to seek assistance.

Required skills prior to start of MEPN program: 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 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)
- Ability to utilize common data base programs (such as Excel)

Clinical Performance Evaluation: Example

MEPN 534P Fundamentals in Nursing

Attribute	P	N/A	NI	F	Comments
HELPING ROLE					
Begins to recognize patient's ability to adapt, cope, and problem solve					
Provides comfort for patient and family through touch and physical interventions					
Understands what being a patient advocate means					
TEACHING-COACHING ROLE					
Recognizes how the patient's readiness to learn is used					
Begins to demonstrate developmental and cultural responsivity					
Recognizes how therapeutic communication is used with patients					
DIAGNOSTIC/MONITORING					
Begins to detect and document changes in patient condition					
Performs an assessment and identifies appropriate nursing diagnoses					
ADMINISTER/MONITOR THERAPEUTIC INTERVENTIONS					
Begins to identify potential immobility and pain effects on the patient's recovery					
Able to satisfactorily perform invasive and non-invasive skills taught for this course					
MONITORING AND ENSURING QUALITY HEALTH CARE					
Recognizes the need for appropriate and timely responses from the physician/provider.					
Provides safe nursing care					
ORGANIZATIONAL AND WORK-ROLE COMPETENCIES					

Recognizes the need to set priorities in patient care					
Identifies the value of maintaining a good health care team					
Recognizes the need to value and respect all members of health team					
OVERALL PRACTICE BEHAVIORS					
Professional presentation and interactions with patients, staff, colleagues, faculty.					
Critically thinks, analyzes, and draws appropriate conclusions.					
Makes appropriate decisions and acts upon those decisions.					
Moves from dependent towards interdependent practice					
Strengths:					
Areas for Growth:					

If you approve this evaluation, please electronically sign and submit. If not please schedule a meeting.

Grade Assignment:
Clinical is a Pass/Fail experience. The majority of the clinical objectives must be achieved in order to pass the clinical, despite the letter grade one might achieve in the theoretical component of the course.

Clinical Learning Contract:
Faculty will provide the student with ongoing feedback regarding performance on clinical objectives. During the midterm evaluation, the student and faculty will meet to discuss clinical progress. If the student is not meeting the clinical objectives or has "Needs Improvement" or "Unsatisfactory" scores on any objective, a SEIP (appendix X) will be issued to the student. The contract will describe specific student behaviors that must be demonstrated within a time period to assist the student to perform the clinical objective. **If the criteria are not met, an unsatisfactory grade will be earned and the student will fail the course.**

Patient Safety is Our First Criterion in Evaluation of Clinical Performance:
If at any time a student demonstrates behavior jeopardizing patient safety or practices nursing in a grossly negligent or incompetent manner, the student will be required to leave the clinical setting and be subject to faculty review. This could result in dismissal from the Program.

APPENDIX VIII - 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 IX - Student Expectations and Improvement Plan

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

Student: _____

Faculty: _____ SEIP

1st	
2nd	
3rd	

Date: _____

Beginning Date of Plan: _____
Ending Date of Plan: _____

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 X – NCLEX Information

NCLEX Information

Kaplan NCLEX Comprehensive Learning Package – Passing the NCLEX is a necessary requirement for you to begin your nursing career. In order to assist students achieve this goal the HSON has implemented the Kaplan NCLEX Comprehensive Learning Package throughout the MEPN program. This was designed so you can become comfortable and confident in taking NCLEX style exam questions by taking practice exams throughout your MEPN program. This package includes access to online quizzes, tests and case studies, providing you with answers and rational. This package extends across your five semesters of study and includes the one week NCLEX Review Course at the end of the program. The practice exams are not substitutes for course tests.

It is recommended to **apply for NCLEX testing no later than March 15th** to ensure applications are processed in a timely fashion.

Application for Licensure – Application information can be found by accessing the Board of Registered Nursing website (BRN) at http://www.rn.ca.gov/ and clicking on the link entitled "Licensure by Examination".

Here's what you will need to do:
You will be doing **two separate registrations**. **One for BRN** to obtain an RN license **and another to Pearson VUE** (the company that administers the NCLEX).
Documents to attach to the application include; official passport photos as well as Live Scan fingerprints. When you go to get your fingerprints done be sure bring the required paperwork. This can be found on the BRN website.

- Go to www.rn.ca.gov
- Under the Applicant tab you will find a tab labeled "Fingerprints". Enter the required info where you see a large red, X.
- Print out a several hard copies of this page and bring to the Live Scan office. (You will need to save a copy for your files, and leave one copy at the Live Scan office.)

In order to complete the application, access to a scanner is helpful in order to scan and upload required documents.

If you have a disability and need special accommodations, you will need a letter of explanation. See section II – Exam application instructions for more info.

Request for Transcript Form -You will also complete the **BRN "Request for Transcript".** This needs to be submitted for signature to the MEPN Executive Assistant by March 15th of your final semester. There is a $10.00 fee for USD Transcripts, payable when submitted. Also, complete a Third Party release to the MEPN assistant so the information can be sent by the MEPN office.
Here is the link: http://www.rn.ca.gov/pdfs/applicants/end_transcript.pdf

Your USD transcript is the only transcript required for submission by the BRN. The HSON will send along your baccalaureate and prerequisite information to the BRN **on your behalf.** The BRN transcript form will be sent to the BRN approximately 2 weeks after your degree has been posted by the registrar's office. (It takes this amount of time for your degree to be posted)

What are your out-of-pocket costs? Plan at least $450.00. Here's the cost breakdown.
- BRN application = $200.00
        Interim Permit – not necessary, don't waste your money. Most SD hospitals do not recognize the interim permit.
- Pearson VUE = $200.00
- Live Scan Fingerprints = $75.00
- Passport Photos = $10.00
- Request for Transcripts =$10.00

Let's get started
1. Go to: www.rn.ca.gov
2. Click on Applicants
3. Click on Licensure by exam – make sure to click on the 'apply online' tab labeled as "click here"
4. Set up an account. Make your payment of $200.00 via credit card.
5. You can input your info, save your info, then go back to your application at a later date when you are ready to upload the fingerprint page and passport photo.
6. **Now go to the Pearson VUE website** to register to take the NCLEX exam. https://home.pearsonvue.com/. Set up your Pearson Vue account and pay the $200.00 via credit card.
7. You will receive an email with your Admission to Test (ATT). This is basically your approval stating you can sit for the NCLEX. The ATT is good for 90 days. There are no extensions.
8. After you receive your **ATT** you will go online to schedule your test date.

What else do you need to know?
Here's what we do from the MEPN office.
1. The completed "Individual Candidate Roster" will be sent from the MEPN office to the BRN, at least 6 weeks prior to graduation.
2. Certified Transcripts, for the entire class, are sent to the BRN approximately 2 weeks after graduation. (It takes this long to post your grades and degree)

STATE OF CALIFORNIA

dca
DEPARTMENT OF CONSUMER AFFAIRS

STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMUND G. BROWN JR

BOARD OF REGISTERED NURSING
PO Box 944210, Sacramento, CA 94244-2100
P (916) 322-3350 F (916) 574-8637 | www.rn.ca.gov
Louise R. Bailey, MEd, RN, Executive Officer

APPLICATION FOR LICENSURE BY EXAMINATION

READ ALL DETAILED INSTRUCTIONS

1. Submit the APPROPRIATE NON-REFUNDABLE FEE. (See attached fee schedule.) Please submit a check or money order in U.S. CURRENCY only. DO NOT SEND CASH.
2. Attach a recent 2" x 2" passport type photograph where indicated on the back of this application.
3. Submit one (1) completed fingerprint card or Live Scan Service Applicant Submission form.
4. LVN-30 Unit Applicants: Attach a photocopy of your current active LVN license.
5. International Graduates: Attach a photocopy of your license or diploma that allows you to practice professional nursing in the country where you were educated.

For Office Use Only		
Live Scan: _____	Approved By _____
FP Card: _____	Approved By _____
FP Card Fee: Y N	Approved By _____
Transcript(s): _____	Approved By _____
License: _____	Approved By _____
Photo: _____	Approved By _____
CA School Code: _____	By _____

PRINT OR TYPE

LAST NAME:	FIRST NAME:	MIDDLE NAME:

ADDRESS: Number and Street		DATE OF BIRTH: (Month/Day/Year)

City	State	Country	Postal/Zip Code	SOCIAL SECURITY NUMBER:**

TELEPHONE NUMBER: Home ( ) Alternate ( )	PREVIOUS NAMES: (Including Maiden)	MOTHER'S MAIDEN NAME: (Last Name Only)

E-MAIL ADDRESS:	☐ SPECIAL TESTING ACCOMMODATION IS REQUESTED If checked, attach appropriate documentation

COLOR OF EYES:	HEIGHT: FT: IN:	PRIMARY LANGUAGE:	YEAR GRADUATED HIGH SCHOOL OR PASSED GED:

PROFESSIONAL EDUCATION

NAME AND ADDRESS OF PROFESSIONAL REGISTERED NURSING SCHOOL:

Name of Nursing School

Number and Street

City   State   Country   Postal/Zip Code

TYPE OF PROGRAM:

☐ ASSOCIATE DEGREE
☐ DIPLOMA
☐ BACCALAUREATE DEGREE
☐ MASTERS DEGREE/NURSING

Entrance Date   Graduation Date

CALIFORNIA NON-GRADUATES

Date Nursing Requirements Completed:

Month _____ Day _____ Year _____

CORPSMEN

Date Advanced Course Completed:

Month _____ Day _____ Year _____

Advanced Rating No: _____

CALIFORNIA LVN 30-UNIT OPTION

Completion Date of 30 RN Units:

Month _____ Day _____ Year _____

(Questions on both sides of page)

dca

DEPARTMENT OF CONSUMER AFFAIRS

STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMUND G. BROWN JR

BOARD OF REGISTERED NURSING
PO Box 944210, Sacramento, CA 94244-2100
P (916) 322-3350 F (916) 574-8637 | www.rn.ca.gov
Louise R. Bailey, MEd, RN, Executive Officer

REQUEST FOR TRANSCRIPT

TO APPLICANT: Send this form to your basic school(s) of nursing. If you need to contact more than one school, this form may be reproduced. Transcripts are required from each school where nursing requirements or general education courses were completed. Transcripts must include all completed coursework, clinical practice of training and reflect the degree awarded. Your school may require a processing fee.

A. TO BE COMPLETED BY APPLICANT

LAST NAME:	FIRST NAME:	MIDDLE NAME:

ADDRESS: Number and Street	DATE OF BIRTH: (Month/Day/Year)

City	State	Country	Postal/Zip Code	SOCIAL SECURITY NUMBER:

PREVIOUS NAMES: (Including Maiden)

NAME OF PROFESSIONAL REGISTERED NURSING SCHOOL:	YEARS ATTENDED:

LOCATION: City	State	Country	Postal/Zip Code	YEAR GRADUATED:

SIGNATURE OF APPLICANT: _____ DATE: _____

B. TO BE COMPLETED BY THE OFFICE OF THE SCHOOL OFFICIAL RELEASING TRANSCRIPTS

The above applicant has applied for a license to practice as a registered nurse in California. Please provide the following information and attach a complete official transcript. Please mail to the Board of Registered Nursing at the above address.

DO NOT SIGN OR SUBMIT THIS FORM PRIOR TO COMPLETION DATE OF THE REGISTERED NURSING PROGRAM.

ENTRANCE DATE:	DATE DIPLOMA/ DEGREE AWARDED:	DATE NURSING REQUIREMENTS COMPLETED:

If degree received prior to entering nursing program, list name of school and type of degree:

NAME OF SCHOOL:	TYPE OF DEGREE:

SIGNATURE OF SCHOOL OFFICIAL: _____ DATE: _____

TITLE: _____

NOTE: ALL INTERNATIONAL NURSING PROGRAMS: Please include Breakdown of Educational Program for International Nursing Programs form. Transcripts received from the school in a foreign language will require an English translation by a certified translator or translation service. **The original foreign language transcript and the English translation of the transcript must <u>both</u> be sent to the Board of Registered Nursing.**

(Rev 01/12)

APPENDIX XI – Other Important Websites

Other Important Board of Registered Nursing Websites

- Nursing Practice Act – which includes links to the Business and Professions Code of California and the Title 16, California Code of Regulations at: http://www.rn.ca.gov/regulations/npa.shtml

  (You should become familiar with both of the above codes).

- BRN Complaint Information – can be found at http://www.rn.ca.gov/enforcement/complaint.shtml.

APPENDIX XII - Certifications

Public Health Nurse
MEPN graduates who have obtained their permanent California RN license are eligible to apply for Public Health Nurse Certification. The public health nurse is a registered nurse who has taken coursework in public health nursing and has received a certificate from the BRN. He or she is an integral part of the public health community and provides direct patient care as well as services related to maintaining public health. Instructions for application for Public Health Nurse Certification are available at www.rn.ca.gov.

Clinical Nurse Leader (CNL)
The CNL Certification is a credential for graduates of master's and post-master's CNL programs. After one year of full-time employment, you are eligible to take the certification examination. Eligible candidates must follow the instructions outlined in the CNL Certification Examination Handbook, which is available on the American Association of Colleges of Nursing website at: http://www.aacn.nche.edu/CNC/pdf/ExamHndbk.pdf.

The AACN CNL Certification is designed to promote quality patient care by formally recognizing those who meet the requirements of the Certification Program and pass the exam. The Certification provides a standard for assessment of a CNL and encourages continued personal and professional growth. Although certification is not required, it is recommended. For further information, please refer to the CNL Certification Examination Handbook.

APPENDIX XIII – Incident Report

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

This process applies to USD students and clinical supervisors.

A. If the injury requires **immediate medical intervention:**
1. Utilize the Emergency Room or Urgent Care services for immediate treatment at Facility/Agency where accident/incident occurs.
2. Clinical instructor to email or phone the MEPN coordinator for notification and appraisal of the incident.
3. When completing the registration forms, indicate the injury will be classified as a Worker's Compensation claim that will be handled by USD. The USD contact person is Robin Eskow, Director of Risk Management at reskow@sandiego.edu or by phone at 619-260-2928, or Bruce Akins, Benefits Manager, 619-260-2719.
4. As soon as the injured party is capable of returning to campus, they must **go to the Public Safety Office** and complete an **Employee Injury/Illness report.** The officer taking the report will give the person an "authorization for treatment" which contains location information for US HealthWorks Medical Group.
5. All follow up care must be obtained through US HealthWorks. Take a copy of the emergency room/urgent care record with you to follow appointment for continuity of care.

B. If the injury requires **urgent, but not emergent medical attention:**
1. **Go to the closest US HealthWorks Medical site**. Tell the registration clerk the injury will be classified as a Worker's Compensation claim for USD. Ask them to call Robin Eskow, 619-260-2928 or Bruce Akins, 619-260-2719 for treatment authorization.
2. Follow instructions in "A.4" 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 the Campus Safety Office** and complete an Employee Injury/Illness report. The officer taking the report will give the person an "authorization for treatment" which is part of a map to the US HealthWorks Medical Group.
2. Go to any of the US HealthWorks Medical Group locations for treatment and all follow up.

* If the site facility requires their incident/occurrence form to be completed, request a copy, and forward it to Robin Eskow or Bill Atkins, Risk Management MH101. If the facility refuses to provide a copy of the report, please forward this information to Robin with the name and contact information for the facility's Risk Management office.

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:_____

Submit to MEPN office

TREATMENT AUTHORIZATION

AUT

U.S. HealthWorks
MEDICAL GROUP
A Dignity Health Member

We are authorizing the below listed U.S. HealthWorks(s) to provide treatment to our employees. By doing so, we acknowledge that if the claim is denied by our insurance carrier, we will notify USHW of the denial and will be responsible for payment for all services rendered and any medically-necessary items dispensed.

SAN DIEGO LOCATIONS   Maps & hours on reverse >

CARLSBAD
5810 El Camino Real, Ste A
Ph: (760) 929-8269
Fx: (760) 929-8556

CHULA VISTA
1111 Broadway, Ste 305
Ph: (619) 425-8212
Fx: (619) 425-1604

ESCONDIDO
860 West Valley Pkwy, Ste 150
Ph: (760) 740-0707
Fx: (760) 740-0730

HILLCREST
3930 4th Ave, Ste 200
Ph: (619) 297-9610
Fx: (619) 297-2244

KEARNY MESA
5575 Ruffin Rd, Ste 100
Ph: (858) 277-2744
Fx: (858) 277-3085

LA MESA
8090 Parkway Dr
Ph: (619) 697-3093
Fx: (619) 697-3135

MIRAMAR
7590 Miramar Rd, Ste C
Ph: (858) 549-4255
Fx: (858) 549-4552

MURRIETA
25285 Madison Ave, Ste 101
Ph: (951) 600-9070
Fx: (951) 600-9177

NATIONAL CITY
102 Mile of Cars Wy
Ph: (619) 474-9211
Fx: (619) 474-2000

OCEANSIDE
3910 Vista Wy, Ste 106
Ph: (760) 941-2000
Fx: (760) 941-4900

SANTEE
9745 Prospect Ave, Ste 100
Ph: (619) 448-4841
Fx: (619) 448-8700

SORRENTO MESA
10350 Barnes Canyon Rd
Ste 200
Ph: (858) 455-0200
Fx: (858) 455-0044

EMPLOYER

EMPLOYER NAME: University of San Diego   EMPLOYER #: 58755

PRIMARY CONTACT NAME: Human Resources   EMAIL: hr-wc@sandiego.edu

ADDRESS: 5998 Alcala Park - Maher Hall - Rm #101   CITY: San Diego STATE: CA ZIP: 92110

PHONE: 619-260-4594   FAX: 619-260-4630   AFTER HRS/CELL PHONE: On File

EMPLOYEE DETAILS

PATIENT NAME: DATE: TIME: AM / PM

DEPARTMENT: POSITION:

DOES EMPLOYEE WORK FOR A TEMP/LEASING COMPANY? ❏ YES ☒ NO   NAME OF TEMP AGENCY: N/A

AUTHORIZED BY: NAME (print): Dept. of Human Resources   PHONE: 619-260-2711

TITLE: On File   AFTER HRS / CELL PHONE: On File

SIGNATURE: On File   ( ) VERBAL AUTHORIZATION   N/A

INSURANCE

INSURANCE COMPANY NAME: Travelers Insurance

CLAIMS ADDRESS: P.O. Box 6510 - Diamond Bar, CA 91765

PHONE: 800-258-3710   EFFECTIVE DATE: 7/1/2009

POLICY #: TC2JUB-4250B401-16   EXPIRATION DATE: 6/30/2017

SERVICES

○ INJURY: DATE OF INJURY: LAST WORKED:

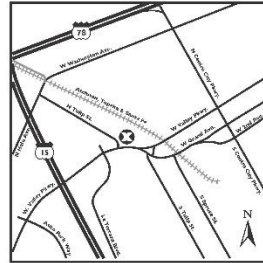INJURED BODY PART: CLAIM #: To Be Assigned
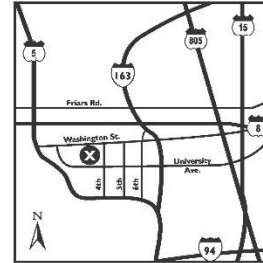
Rev 12/09/2015
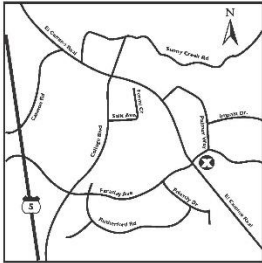
CARLSBAD
Mon-Fri: 7am-6pm
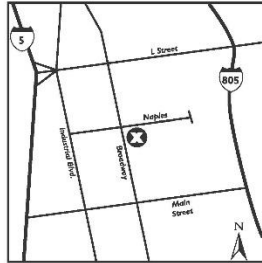
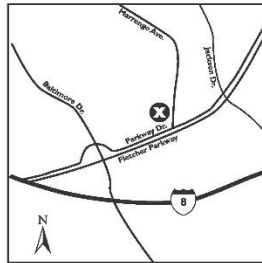

CHULA VISTA
Mon-Fri: 8am-6pm
Sat: 9am-3pm

ESCONDIDO
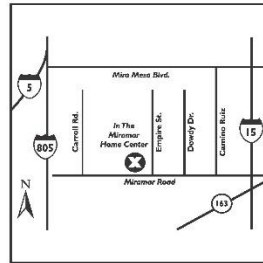Mon-Fri: 7am-7pm

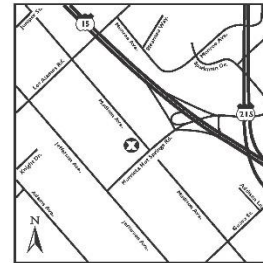**HILLCREST**
Mon-Fri: 7am-7pm

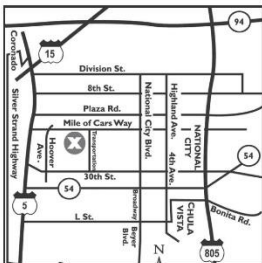**KEARNY MESA**
24 hours, 7 days a week
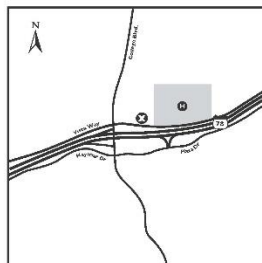

LA MESA
Mon-Fri: 8am-5pm

MIRAMAR
Mon-Fri: 8am-5pm

MURRIETA
Mon-Fri: 8am-7pm

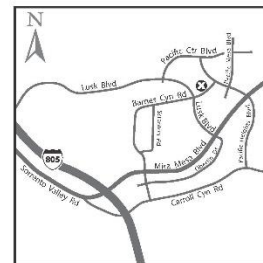**NATIONAL CITY**
Mon-Fri: 7am-7pm

OCEANSIDE
Mon-Fri: 7am-7pm
Sat: 8am-2pm

SANTEE
Mon-Fri: 7am-5pm

SORRENTO MESA
Mon-Fri: 8am-5pm

U.S. HealthWorks®
MEDICAL GROUP
A Dignity Health Member

ushealthworks.com

APPENDIX XIV – Technology Confidentiality Agreement

I understand The MEPN program recommends all incoming students to own a laptop or other portable computing system for clinical rotations. Some hospitals do not allow the use of cell phones or cameras in the clinical setting. Students will follow the policy of the hospital where they are placed. 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 classroom settings.

This includes:
1. Personal health identifiers (PHI) must be removed from any patient data prior to students placing demographics in their PDA.
2. Students will use a password to protect access to information on their PDAs.
3. Infection control precautions must be maintained when using PDAs in patient care areas.
4. Students must adhere to professional standards for all communication including maintaining confidentiality, proper conduct for communication and communicating appropriate material.
5. PDA telephone and camera functions must be turned off during clinical and lab sessions by placing devices in "Airplane mode".
6. Picture taking is prohibited in all acute care settings.
7. Sending or receiving text or other messages on the PDA during class, clinical or lab is not permitted.
8. Cell phones are not permitted on student's person during quizzes and exams. Phone must be off and secured with personal belongings.
9. Using the internet for personal, non-school related functions is strictly prohibited in the clinical setting. Inappropriate PDA use or violation of HIPAA guidelines is cause for termination from the School of Nursing.
10. Students are responsible to ensure that they adhere to the Technology Confidentiality Agreement on campus, in clinical, and in community or international settings.

I have read the USD School of Nursing, MEPN policies regarding the use of technology and understand the provided information.

_____   **Printed Name**

_____   **Signature**

_____   **Date**

APPENDIX XV – Handbook Review Form

Handbook Review Form

I have read the USD School of Nursing, MEPN Student Handbook and understand the provided information.

	Printed Name
	Signature
	Date