Section I

Accreditation Statements

The Mervyn M. Dymally School of Nursing is accredited by the following accreditation commissions: The Master of Science program at Charles R. Drew University Mervyn M. Dymally School of Nursing is accredited by the Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, DC 20036, (202) 887-6791 www.aacn.nche.edu/ccne-accreditation

The Entry Level Program in Nursing Program is approved by the California Board of Registered Nursing (BRN)
1747 North Market Boulevard, Suite 150
Sacramento, CA 95834 www.rn.ca.gov

Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC)
985 Atlantic Avenue, Suite 100
Alameda, CA 94501 www.acwasc.org

Graduates of the RN-BSN program can apply for the Public Health Certificate issued by the California Board of Registered Nursing.

Graduates of the MSN program with the FNP specialty are eligible to take a certification exam from either the American Nurses Credentialing Center (ANCC) to earn the FNP-BC credential; or take a certification exam through the American Academy of Nurse Practitioners (AANP) to earn the NP-C credential.

Persons who complete the pre-licensure segment (ELM) of the master’s program are eligible to sit for the NCLEX-RN exam and apply for the Public Health Certificate issued by the California Board of Registered Nursing.

Graduates who complete the CNL specialty are eligible to sit for the CNL certification examination with the American Association of Colleges of Nursing (AACN)

Graduates of the Advanced Nursing Education (ANE) program are eligible to sit for the Certified Nurse Educator (CNE) examination with the National League for Nursing.

The Board of Registered Nursing requires that any pre-licensure program offer a 30-unit Licensed Vocational Nurse option. Anyone interested in this option should contact the School of Nursing for more detail.

“An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The Bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (http://bppe.ca.gov/), tel. no. 916-431-6959 and fax. no. 916-263-1897.”
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This handbook provides information for the students in RN-BSN and MSN Programs at Charles R. Drew University of Medicine and Science. The handbook contains important information regarding policies and procedures specific to RN-BSN and MSN Programs program. All students are required to read the Handbook and adhere to the stated
policies and procedures. Students must sign the Student Handbook Acknowledgement distributed during orientation and return it the same day.

For questions and clarifications regarding these policies and procedures, please contact the Office of Student Affairs at (323) 568-3301. In addition to the policies and procedures stated in the MMDSON Handbook, students are required to comply with all University policies found in the University Catalog.

Please note all policies and procedures are subject to change.

Key Telephone Numbers

<table>
<thead>
<tr>
<th>Mervyn M. Dymally School of Nursing</th>
<th>Phone</th>
<th>FAX</th>
</tr>
</thead>
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<tr>
<td>General Information</td>
<td>(323) 568-3301</td>
<td>(323)568-3389</td>
</tr>
<tr>
<td>Office of the Dean</td>
<td>(323)568-3371</td>
<td>(323)568-3389</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>(323)568-3371</td>
<td>(323)568-3389</td>
</tr>
<tr>
<td>Director, Entry Level Master</td>
<td>(323)568-3312</td>
<td>(323)568-3389</td>
</tr>
<tr>
<td>Director, Family Nurse Practitioner</td>
<td>(323)568-3312</td>
<td>(323)568-3389</td>
</tr>
<tr>
<td>Director, RN-BSN</td>
<td>(323)568-3312</td>
<td>(323)568-3389</td>
</tr>
<tr>
<td>Director, of Student Affairs</td>
<td>(323)568-3301</td>
<td>(323)568-3389</td>
</tr>
<tr>
<td>MMDSON Office of Student Affairs</td>
<td>(323)568-3301</td>
<td>(323)568-3389</td>
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<tr>
<td>Clinical Coordinator</td>
<td>(323)568-3316</td>
<td>(323)568-3389</td>
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<tr>
<td>Simulation Coordinator</td>
<td>(323) 568-3302</td>
<td>(323)568-3389</td>
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<tr>
<td>Simulation Lab Technician</td>
<td>(323) 568-3325</td>
<td>(323)568-3389</td>
</tr>
<tr>
<td>Executive Assistant to the Office of the Dean</td>
<td>(323)568-3371</td>
<td>(323)568-3389</td>
</tr>
<tr>
<td>Program Assistant</td>
<td>(323) 568-3312</td>
<td>(323)568-3389</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>(323) 568-3301</td>
<td>(323)568-3389</td>
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| CDU Health Sciences Library         | (323)563-4871  |
| Student Learning and Skills Center (Tutors) | (323)568-3323  | LSRNE Building |
| Student Education and Services Center | (323)563-9351  | Keck Building |

| Office of Enrollment Services       | (323) 563-4839 |
| Admissions, Financial Aid and Scholarships, Registration and Records |                 |

| Helpdesk                            | (323)563-4990  |
| http://www.cdrewu.edu/IS/Helpdesk   |                 |

| Main Campus Number                  | (323)563-4800  |

| Office of Public Safety             | (323)563-4918  |
# Academic Calendar

2016-2017

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<td>Oct 21 5:00 pm</td>
<td>March 3 5:00 pm</td>
<td>July 7 5:00 pm</td>
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<tr>
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<tr>
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<td>April 30</td>
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<td>May 12</td>
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<tr>
<td>Degree Conferral Date</td>
<td>Dec 31</td>
<td>May 31</td>
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<td>Commencement Ceremony</td>
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Welcome!

The Mervyn M. Dymally School of Nursing (MMDSON) is dedicated to enhancement of diversity among future nursing professionals. Its vision is to create a learning environment that contributes to “excellent nursing care for all in a world without health disparities.” The principle of social justice is centered into the traditional paradigm of patient-nurse-health-environment. The school’s conceptual model of practice reflects a holistic approach utilizing a framework based on a modified Roy Adaptation Model. The Roy Model four modes and their sub-components are key in the assessment of clients within the nursing process. The four modes assure a holistic nursing practice by addressing not only the physiological needs but also the psycho-social needs by including the self-concept (self-esteem, physical self, personal self), role function (obligations to self and others) and interdependence (support systems) modes.

The curriculum emphasizes the health status of underserved communities for the purpose of enabling graduates to provide evidence-based nursing care honoring the dignity of our clients with respect and compassion. Whether the student is starting the nursing degree or advancing their nursing practice, Mervyn M. Dymally School of Nursing provides a supportive framework to develop the skills to care for people in our urban communities. The nursing programs offer strategies to develop skills to care for people across the lifespan from neonatal to geriatric care. Each nursing program provides a strong foundation for future doctoral studies, career advancement, and the development of strong ethical and leadership qualities.

Dr. Margaret Avila
Dean and ELM Program Director
History of the University

Charles R. Drew University of Medicine and Science is a private nonprofit, nonsectarian, minority-serving medical and health science institution established in 1966. Its mission is to help society’s poorest communities, starting with its home in Watts-Willowbrook section of South Los Angeles. The University, which continues to serve as the only academic health sciences center for the area’s 1.5 million residents, is the only designated minority-serving health Sciences University in a county of more than 10 million people, 70 percent of whom are from minority communities.

The University Today

Charles R. Drew University of Medicine and Science (CDU) maintains an academic focus that emphasizes a primary care approach to both health care and community relations. Guided by its mission, CDU continues to promote community-based programs in the context of a collaborative model for teaching, research and service.

About CDU: Our Vision, Mission and Values

Vision

Excellent health and wellness for all in a world without health disparities.

Mission

Charles R. Drew University of Medicine and Science is a private non-profit student-centered University that is committed to cultivating diverse health professional leaders who are dedicated to social justice and health equity for underserved populations through outstanding education, research, clinical service, and community engagement.

Values

Community

At CDU, community encompasses historically underserved, under resourced, and underrepresented groups such as those in South Los Angeles and around the world that are impacted by health disparities. As a value, “community” is the binding spirit that inspires and drives our unique approach in preparing health professionals dedicated to social justice and health equity.

Leadership

At CDU, we hold ourselves accountable and define our collective and individual responsibility as a catalyst for change necessary to reduce and eliminate health disparities. As a value, “leadership” means we embrace our role as a pioneer in health education and research.

Excellence

At CDU, excellence is the highest quality performance in our operations, interactions, activities, and service to our community. Excellence invokes the desire to challenge and transcend the status quo. As a value “excellence” represents the transformation we seek in ourselves and in our students, faculty, and staff.
Diversity
At CDU, diversity is defined by the multiple perspectives and ideas, plurality of cultures, variety of ethnicities, and differences in individuals within our communities. As a value, “diversity” represents a quintessential element of humanity and social justice for all.

Integrity
At CDU, integrity is the strength of character necessary to remain true to our values even in the face of adversity. As a value, “integrity” is conducting trustworthy, ethical, and respectful education, research, clinical, and other services in our committed engagement with underserved communities.

Compassion
At CDU, compassion is empathy for the plights and predicaments of disadvantaged populations. As a value “compassion” propels us to hear the voiceless, compel us to advocate for the oppressed, and obliges us to seek relief for the deprived.

CDU School of Nursing
In an effort to address the shortages of registered nurses and nursing faculty in the State of California, the Charles R. Drew University of Medicine and Science’s Board of Trustees approved the concept for a School of Nursing as an additional yet integral entity equal with both College of Medicine and College of Science and Health.

The Master of Science in Nursing is the first of several programs planned for the School of Nursing to prepare nursing professionals to serve with excellence and compassion.

MMDSON Mission Statement
The mission of the Charles R. Drew University Master of Science in Nursing program is to advance the science and art of nursing by conducting nursing research and providing nursing students with education that emphasizes the health status of underserved communities, for the purpose of enabling graduates to provide evidence-based nursing care with dignity, respect and compassion to all nursing clients.

The nursing program is committed to preparing highly qualified nurses to provide quality nursing care to clients from diverse backgrounds in a multi-cultural society, paying attention to the underserved with special needs. The emphasis on evidence-based practice underscores the program to focus on education, research, and practice.

The first dimension of the mission is to provide undergraduate and graduate level nursing education to individuals who are entering practice at the master’s degree level. The graduate level student nurse will build on their previous undergraduate education to develop professional accountability and critical thinking. Students will learn and understand nursing theories, principles, concepts and research. Ultimately, they will acquire the ability to select and apply nursing theories, principles, concepts and research to the delivery of quality nursing care.

Graduates from the RN-BSN and MSN programs will function as generalists or specialists in their management of individual, families/groups, and community health and illness situations. ELM graduates will be able to assess all patients to anticipate risks, design and implement care, oversee care delivery and patient outcomes, delegate responsibilities knowing they are responsible for the outcomes, oversee patient care delivered by staff on a daily basis, direct and manage nursing care units.
FNP graduates will develop collaborative relationships with other healthcare providers, design and implement the plan of care, and will be accountable for improving clinical outcomes and care processes in a quality, cost effective manner.

ANE graduates become qualified nurse educators who then can sit for the Certified Nurse Educator examination. All MSN graduates will be able to lead and work in a variety of health care settings including acute, primary care, and community.

The second dimension of the mission focuses on contributing to nursing science through research which promotes excellence in nursing science. Charles R. Drew University nursing faculty actively engage in conducting research on nursing-related phenomena and disseminating the findings in forums including scientific meetings and publications embodies the emphasis on evidence-based practice and contribution to nursing science. Collaborative research with scientists and clinicians at Charles R. Drew University and other scientific communities, locally, regionally, and internationally is encouraged.

The third dimension of the mission is to expand the program offerings to include doctoral level curriculum of study. This would involve joining faculty and students in the development of research questions and interventional solutions in meeting the healthcare needs of underserved communities.

The fourth dimension of the mission is to address healthcare disparities worldwide. Faculty and students will participate in faculty-student exchange programs in partnerships with schools of nursing throughout the nation and the world, to develop global immersion experiences designed to address healthcare disparities around the globe.
Philosophy Statement

The Bachelor and Master of Science in nursing program at Charles R. Drew University of Medicine and Science (CDU) are guided by the philosophy embodying the mission statement and goals of the parent institution. The philosophy captures: 1) nursing as an art of caring, 2) clients of nursing, 3) nursing students, and 4) nursing faculty who teach in the program. The art of nursing operates in an interdisciplinary environment and the CDU Nursing program embraces interdisciplinary learning.

Nursing captures clinical practice, education, research, consultation, leadership, management, and service to the profession in local, national, and global environments. Nursing involves individuals and groups like families, organizations, and communities as its clients. From a holistic perspective, the profession of nursing considers the human being and the interaction which the physical environment has with the human being in health and illness states. Nursing actions must therefore include health promotion, maintenance, intervention, treatment, rehabilitation, and restorative and palliative care. A bachelor or master’s level prepared nurse provides comprehensive care of the patient that encompasses the responsibility and accountability for continuity of care across the health and illness continuum.

Nursing research is both an applied and basic science. In the development of nursing science, nursing research has actual or potential human responses to illness as its core goal. Guided by ethical/moral standards that consider the perspectives of the nursing client, health care provider, and health care system within the larger society, nursing has a social mission that captures the right and responsibility to provide health care to all clients regardless of disease status, gender/sex, race, socioeconomic status, religion, or culture. Using findings of nursing research, nurses provide leadership in health policy through advocacy for clients, families, and communities.

Providing client-centered nursing care involves working with complex individuals who exist in relationship to others in their families and community. The complexity of the individual involves biological, behavioral, emotional, social, cultural, and spiritual dimensions. Each client reflects a unique combination of these dimensions that interacts actively with the environment. Each nursing client is an autonomous decision maker and also have a set of values and knowledge about themselves that are relevant and essential to successful health care outcomes. Therefore, each nursing client has a right and a responsibility to participate collaboratively with the nurse and other health care professionals in their care. Each person’s set of values and knowledge must be taken into consideration when working with a nursing client.

Successful nursing students are active learners who bring unique gender, cultural and ethnic background experiences to the professional practice of nursing. Student nurses learn relevant theories, acquire necessary practice skills/competencies, and are socialized into the profession of nursing. There is increasing complexity and sophistication in the learning and socialization of student as they advance in their course of study. The nursing student learns to apply acquired knowledge, skills, and professional attitudes in their practice at all levels -- as a student or a professional nurse and that may involve education, administration, and research.

Although students have the right and responsibility to participate in their own learning, faculty members have the right and responsibility to structure the teaching/learning environment to facilitate student learning. In addition to individual academic counseling, faculty use one-on-one, small-group formats, and use of internet technology to assist students in meeting individual and programmatic learning goals.
Terminal Objectives

**RN-BSN Program**

The Bachelor of Science in Nursing (BSN) degree completion program is a post-licensure (RN-BSN) education program designed for registered nurses with a previous associate degree or diploma, and current, unrestricted RN licensure, who wish to obtain a Bachelor’s degree in the professional field of nursing. This RN-BSN program includes coursework and behavioral objectives that focus on the development of the nurse's role as a global practitioner, researcher, and leader.

Upon completion of the Bachelor of Science in Nursing (BSN) program, graduates will be able to:

1. Demonstrate a commitment to a lifelong learning plan for professional development.
2. Demonstrate cultural and spiritual competences in providing care and working with other healthcare professionals from diverse cultures and spiritual backgrounds.
3. Demonstrate ethical and professional nursing roles, values, social justice and human dignity.
4. Demonstrate knowledge of current nursing trends to form interdisciplinary collaborative relationships that improve professional nursing practice and the quality of healthcare within local and global communities.
5. Design competent, patient centered professional nursing care for individuals, families and populations across the health continuum in a variety of community based settings and institutions, emphasizing patient safety and quality.
6. Implement elements of health promotion and disease prevention in planning and providing care for individuals, families and populations.
7. Implement leadership strategies that support and promote professional nursing practice.
8. Integrate effective communication, informatics, and information literacy skills for professional nursing practice.
9. Integrate use of political regulatory processes to impact healthcare systems, clinical practice and quality improvement policies.
10. Use evidence-based practice and research findings in provision of professional nursing practice.

**MSN Program**

The MSN program and terminal objectives are designed to meet the core competencies of the Advanced Practice Nurse. The ELM track allows pre-licensure nursing students to study basic nursing knowledge and science at the graduate level concurrently with graduate core content to prepare for licensure as a registered nurse. Students graduating from the ELM track will be able to assume the role of a direct provider of care, nursing administrator, or nursing faculty.

The FNP curriculum prepares the registered nurse to provide primary care services in a variety of clinic and community-based settings. The MSN curriculum contains a strong foundation in the physical and social sciences as well as builds upon previous learning experiences in philosophy, the arts, and humanities. The curriculum also integrates recent and evolving trends in health care with a particular emphasis on learning related to: economics, environmental science, epidemiology, genetics, gerontology, global perspectives, informatics, organizations and systems, and communication. Graduates will be eligible to apply for post-master's study and to pursue educational preparation at the doctoral level.
Upon the completion of the MSN program, the student will be able to:

1. Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional nursing practice.

2. Apply the nursing process to all levels of practice using the steps of assessment, diagnosis, outcomes identification, planning, interventions, and evaluation.

3. Demonstrate competent practice as a master’s prepared registered nurse in a variety of settings.

4. Implement health promotion and disease prevention strategies for population-based practice that incorporates systems, the community, individuals and families.

5. Communicate effectively using oral, written, and technological skills in clinical, educational, and professional settings.

6. Demonstrate ethical nursing practice to improve professional nursing practice, the work environment, and influence improvement in healthcare.

7. Advocate for the patient’s rights, healthcare policies and finance systems that promote, preserve and restore individual and public health.

8. Provide leadership in collaborative efforts with interdisciplinary and interdisciplin ary teams, thus providing a broad approach to complex patient care and community problems.

9. Demonstrate a spirit of inquiry and critically analyze data, research findings, and other evidence to advance nursing practice, initiate change, and promote quality health care.

10. Formulate a professional philosophy that incorporates a commitment to human values and lifelong learning.
Section II

Curriculum
The curriculum is based on the philosophy and conceptual framework for the University and the School of Nursing program, and considers the recommendations presented in the California Board of Registered Nursing, American Association of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice and Master’s Essentials of Nursing Practice (2011). The vision of MMDSON is to create a learning environment that contributes to “excellent nursing care for all in a world without health disparities”. The school has chosen the modified Roy Adaptation Model to reflect the theoretical framework of the SON Programs. The model captures the holistic approach in the promotion of health through the assessment within the nursing process of clients’ responses/behaviors to their health conditions by utilizing the four adaptation modes: physiological/physical, self-concept (physical self, personal self, ethical-moral-spiritual self), role function (obligation to self and others), and interdependence (support systems). This approach can be used by every student whether they are starting their nursing degree or advancing their nursing practice.

Clinical and Academic Policies

Faculty Role
All School of Nursing faculty will have doctoral and/or master’s degrees related to their field of nursing practice. In addition to being master educators and professional mentors for students and colleagues, they serve as facilitators, instructors, role models and resource persons in their particular area of expertise.

Faculty is responsible for teaching and evaluating students according to the course objectives and the students’ performance of the learning activities for a particular outcome. Clinical instructors evaluate the student’s performance in the clinical setting.

As academic advisors faculty members are responsible for creating and maintaining an interactive, supportive environment and open communication. Faculty advisors are to provide students with information and resources to promote academic success. The faculty advisor must stay informed of current and changing rules, regulations and program requirements. Faculty advisors should refer students to campus services relevant to their individual needs.

The School of Nursing Dean, Associate Dean, Program Directors and Assistant Directors administer the Nursing program. They are responsible for scheduling courses and overseeing the contractual arrangements with the affiliated clinical sites. Together, with the course faculty, they implement and interpret policies and procedures pertaining to the academic component of the curriculum.

Student Role
Our students are adults seeking educational opportunities that meet their own goals and build on their previous personal and professional experience.
Advising

Students enrolled in the MMDSON are assigned a faculty member for advisement on academic matters and personal development. This advisor serves as the student’s first line of communication in addressing professional, academic and personal issues. Students are required to meet with their advisor during their academic program. Additional advising may be arranged throughout the semester as needed.

Nursing students are expected to schedule and keep academic advising appointments. Students must communicate openly and honestly with their faculty advisor regarding educational goals and academic performance. Nursing students must maintain a professional relationship with their faculty advisor by arriving on time to their advising appointment. Students are expected to take responsibility of their program progression by staying abreast of program requirements and campus deadlines.

It is expected that students be self-directed and internally motivated to pursue a Nursing degree. They should maintain a file with relevant academic materials and follow through with their faculty advisors recommendations. While our students’ also present diverse learning styles, motivation, and experience.

This Nursing program is designed to encompass learning strategies that meet the needs of our students though needs assessment, activities, and evaluation of outcomes.

Curriculum, course descriptions, clinical hours, and credit values for each program is as follows:

Preparation and Clinical Requirements

The MSN degree requires students to complete clinical hours in the following program areas:

- RN-BSN 90 hours
- ELM 1395 hours
- FNP 645 hours
- PMC-FNP 645 hours
- ANE 135 hours
- PMC to ANE 135 hours

In addition to actual clinical hours, students will spend additional hours studying, preparing and completing assignments, usually triple the amount of time spent in actual class or role activities, depending on the time necessary to complete assignments.
Prior to taking clinical courses, students must satisfy all pre-clinical requirements and submit important documents to MMDSON and upload through Certified Background.

Pre-clinical requirements include:

- Students are randomly selected for each clinical rotation.
- Students may not request changes unless there is a documented disability.
- All lab results and required clinical documents must be uploaded to CastleBranch.
- If your documents are not uploaded to CastleBranch within two weeks of the start of the program and annually, you will be unable to start clinical with your cohort.
- University liability insurance (Provided)
- Health insurance, private or through the University
- Annual PPD/2 step process or chest x-ray if positive
- Immunity status: Hepatitis B titer series, Rubeola, Rubella & Varicella
- Annual Flu vaccine if required by clinical sites per season
- Drug screening
- Annual CPR certification and Hospital fire safety card
- Training in universal precautions and blood borne pathogens
- Training in HIPAA requirements

(Annual re-testing as appropriate)

All students will be required to complete a criminal background check before starting their first clinical lab/practicum. Some agencies also require lives can fingerprinting in addition to background checks. A positive criminal record shall not automatically disqualify a student from continuing in the program. If a record of criminal activity is revealed through the background check, the student shall be counseled by the Director of the ELM Program regarding their continuation in the program and implications for licensure. The students are responsible to maintain updated clearances.

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

Some agencies may require random drug screening as a pre-requisite for admittance into a clinical practicum. In addition, students may be required to provide additional documentation as required by specific agencies. Students must complete the clinical agency orientation before starting a clinical rotation. Students must complete all required clinical documentation in a timely manner or they will not be allowed to progress in the cohort.

Health and Immunization Policy Standards and Requirements
Enrollment and continued enrollment of accepted students to the School of Nursing is conditional, based on the results of certain laboratory test and fulfillment of immunization requirements in order to determine their ability to perform all essential functions.
Health Requirement for Incoming Students:

The Health Policy applies to every student matriculated or enrolled full-time or part-time in a CDU School or program, including joint and collaborative programs with other institutions. All students accepted in a CDU educational program are required to produce complete documentation including immunization records prior to the start of the semester. Students who are accepted late into a CDU educational program may complete their health requirements by late registration.

Students lacking required documentation are excluded from class and/or clinical.

Students are required to have their Mantoux (PPD) testing done within three (3) months of matriculation or enrollment. No exceptions.

Acceptable documents serving as evidence of previous immunization and/or immunity include any of the following:

a) An official school immunization record or copy thereof from any primary, secondary, undergraduate, graduate, health professions or other school or Previous employment;

b) A record from any public health department;

c) A medical history form summarizing prior immunizations signed by a licensed physician, Certified Nurse Practitioner, or Certified Clinical Nurse Specialist.

d) A report of serology testing of immune status.

If there is any contrary indication to immunization an official letter should be submitted to the coordinator.

A student may be exempted from any required immunizations or test if the student submits a bona fide written signed statement explaining how immunization conflicts with his or her religious beliefs. Failure to receive this immunization or testing does not prevent fulfillment of the requirements of the academic program; however the student may be required to acknowledge in writing (via waiver form) that he or she was informed of the value of immunizations and has knowingly declined to have such immunizations for religious reasons. The University shall provide reasonable accommodations to those students whose religious beliefs bar requirements of the academic program.

A student may be exempted from any required immunizations or test if he/she has a medical contraindication for that immunization or test and if failure to receive this immunization. Conditions comprising valid medical contraindications to vaccine administration are those set forth in the most recent recommendations of the Immunization Practices Advisory Committee (ACIP) published periodically by the Centers for Disease Control and Prevention. Such students must present a written statement from a physician licensed to practice medicine in the United States or a foreign country stating that a specific immunization is medically contraindicated, and giving the reasons for and duration of this contraindication. This written physician’s statements shall become part of the student’s immunization record and shall be reviewed annually to determine whether this exemption shall remain in effect for the next year. When a medical contraindication no longer exists, the student must comply with the immunization requirements. The University shall provide reasonable accommodations to those students whose medical condition contraindicated immunizations so long as failure to be immunized will not prevent the student
from fulfilling the requirements of the academic program. Students should be informed of the immunization and testing requirements prior to matriculation or enrollment.

**Transportation**
Students must provide their own transportation to clinical agencies. Clinical sites are located throughout Los Angeles and surrounding counties. Therefore, students need to plan in advance to ensure they are able to reach these locations safely.

**Equipment**
Students must come prepared to the clinical and skills labs with the following required clinical equipment: bandage scissors, wristwatch with second hand, stethoscope, name badge, penlight, black writing pens and calculator. Some of the above items will be provided to each student by school.

**Clinical Lab**
Students are required to attend clinical/skills lab adhering to the dress code below. Failure to comply will constitute an absence for the clinical/lab day and may result in an inability to meet course requirements.

**Dress Code**
Students enrolled in the MMDSON are expected to maintain an appearance that is consistent with the highest professional standards and that projects an image of cleanliness, competence and professionalism.

**Standards of dress for campus and classroom setting:**
Business casual attire is required.

- Modest casual wear is appropriate on campus and in class. No spaghetti straps, shorts or exposing midriffs.
- Shoes are considered standard apparel.
- Hats and hoodies are not permitted in the classroom.
- Identification badges must be worn at all times while on campus.

**Standards of dress for the clinical setting:**
Below is the basic dress code for clinical settings, skills and simulation lab days; however, specific dress codes may vary with the clinical agency. Students should confirm appropriate dress code with their clinical instructor.

1. All students are to wear the pre-selected uniforms which must be worn in:
   - Clinical settings
   - Skills/simulation lab
   - Home visits
2. The uniforms must be clean and wrinkle free at all times.
   - Undergarments are to be white or tan or skin color, with a modest style
   - The fit must allow full range of motion to conduct patient care
3. The MMDSON name badge and a picture ID name badge must be worn at all times when in the clinical area or on campus.
4. An agency name/ID badge must be worn if provided/required by assigned clinical agency.
5. White shoes with enclosed toes and heels (cleanable/shine able, no cloth shoes, no clogs).

6. Nylons or socks are worn, they must be white or neutral-shade. No fancy patterns or other colors are allowed.

7. Jeans, sweats/jogging suits, shorts, tank tops or open-toe shoes are not permitted in the clinical areas.

8. **Required equipment**: black pen, a small note pad, watch with a second hand, and stethoscope.

9. **Jewelry**:
   - Rings are to be only one flat band ring, no stones, no ridges
   - Watch with a second hand
   - Only one pair post-type earring per ear lobe, no other piercing allowed (e.g., facial, tongue, etc. that are visible
   - No necklaces/bracelets (except Medical Alert bracelet)
   - No hoop earrings

10. **Hair**: for both male and female students
    - Must be off the collar
    - Appear clean, neatly trimmed and arranged
    - Hair in a neat bun, secured so that hair does not fall forward when the head/neck is flexed or when the student leans forward in the performance of tasks
    - Males should be freshly shaven/neatly trimmed facial hair, short hair (off collar), no spiked hair
    - Head coverings should not be worn in the clinical setting, except for the purpose of religious observance. In such cases, for reasons of infection control, a freshly laundered head covering must be worn each clinical day, with the ends of the covering securely fastened so they do not dangle over the patient

11. No scented deodorants, colognes/perfumes/after shave products or fabric softeners
12. Make-up should be applied with moderation in amount and color
13. Fingernails must:
    - Natural, clean and short
    - No polish of any kind
    - No acrylic, gel, or any false materials on nails
14. Visible tattoos must be covered at all times while in the clinical area
15. Chewing gum is not permitted in the clinical/lab areas

**NOTE:** Failure to comply with the dress code guidelines may result in a student being dismissed from the clinical setting and/or may include a warning of clinical deficiency.
Standards of Practice
Strict adherence to the American Nurses Association Standards of Clinical Nursing Practice and Code for Nurses is required of all nursing students. Additionally, nursing students who are Registered Nurses are held accountable to the California Nurse Practice Act for Registered Nurses. Failure to comply with these professional standards will result in review and action by the School of Nursing faculty and could result in the student’s dismissal from the nursing program.

Unsafe Clinical Practice
A student who demonstrates clinically unsafe nursing practice that jeopardizes the patient’s or family’s physical or emotional welfare may be dismissed at any time from the clinical area. Unsafe clinical practice is defined as any behavior determined by faculty to be actually or potentially detrimental to the patient or health care agency. Unsafe clinical practice includes behaviors related to physical or mental health problems, use of alcohol, drugs, or chemicals and lack of preparation for clinical. If a student is deemed to be impaired and additional drug test may be required immediately. Students must submit to a drug test within 24 hours of the incident. If the student refuses to take a drug test, the refusal to testing would result in being dismissed for the program.

The clinical instructor has the right to dismiss a student immediately from the clinical area for behavior that, in the instructor’s professional judgment, is deemed to be unethical, unsafe, impaired or professionally inappropriate in the clinical setting. The instructor will notify the Program Director and the course coordinator immediately of the incident and any action that needed to be taken at that time.

Students who are dismissed from their clinical placement will receive a “F” grade and will be required to repeat the course. Students who must repeat a course will not be allowed to progress with the cohort. **Ultimately, students may be disqualified from the program for egregious unethical, unsafe or unprofessional behavior in a clinical course.**

The faculty member will identify and document in writing the student’s unsafe clinical practice, advice the student regarding their performance and plan strategies for addressing the deficiencies. A student will be permitted to return to the clinical area following completion of the Clinical Learning Contract, which outlines the strategies for addressing the deficiency. Faculty will complete a Learning Contract and student. The student’s advisor will receive a copy of the Learning Contract. Failure to comply with the Learning Contract may result in suspension or dismissal from the clinical site/MMDSON program.

Injuries during Clinical Practicums
Students incurring a physical injury or needle-stick injury during a clinical rotation must (1) report the incident to the clinical facility, and (2) complete an incident/accident report. An Incident Report Form can be found on our website. Please see Appendix I for “Incident Report Form”.

Email Etiquette
When writing an email to a professor or professional staff member, students must use proper email etiquette. Email etiquette refers to appropriate and respectful communication. Here are below are guidelines for students to use.

• When contacting a professor or staff member, use your school email so that your name can be identified and your email will not go into the spam folder.
• The subject line of your email should be brief, clear and referring to the topic that your email will encompass.

• Address your instructor or staff member properly by using the appropriate title and last name. (E.g. Professor XXX, Dr. XXX or Mr./Mrs. XXX).

• Write a clear and concise message by stating your question, problem, or concern by being specific and detailed. Refrain from using all capital letters and any abbreviations or slangs. Use standard punctuations, capitalization, spelling and grammar throughout the body of the email.

• Always make sure to proof read your messages prior to sending out the email.

• Always in the email express your gratitude and sign off with your full name.

• Allow adequate time for the faculty or staff member to respond. Always thank them for answering as you are confirming that you have received their reply.

• Don’t forget to attach any electronic documents if needed and reread for any ambiguities.

_Just a reminder, emails are never private and can serve as official records_
Section III

Academic Requirements

Attendance
Students must comply with the attendance policy of the University outlined in the CDU Catalog and also provided in each course syllabus. Attendance in all nursing courses is conducive to the learning experience of each student. The learning that results from the interaction and sharing with other students is an important and integrative aspect of the learning process. Therefore, attendance at all classes is expected. MMDSOn policy states that attendance is required for at least 90% of all clinical and theory courses; if attendance falls below 90%, the course grade may be lowered one course grade for every class session missed. It is expected that students will arrive on time for class. Absence from clinical for more than one session must be made up and could result in clinical failure, thus a failure in the class. All absences must be made up with course/clinical instructor’s guidance.

All clinical absences are required to be made up in the Clinical Setting or via simulation. Excessive absence from clinical sessions may result in the inability to meet course objectives and failure of the course. Absenteeism from a clinical day that is due to unavoidable and serious reason is acceptable. In such circumstances, the student must advise his/her instructor immediately and make arrangements to complete course requirements.

Absences must be reported to the instructor prior to the scheduled class clinical/lab/simulation time. Students are responsible for making up any skills lab and clinical/simulation lab hours before the next scheduled skills lab or clinical rotation. If the time missed is longer than 2 weeks (for example, 10% of the required clinical experience), the student will be required to repeat the course. Students who must repeat a course will not be allowed to progress with the cohort. Students can only fail one course in the program.

Tardiness
Regular class attendance is a student obligation and the student is responsible for all the work including test and written work of all class meetings. No right or privilege exists that permits a student to be late from any given class meetings except instructor excused absences (illness, family emergencies). If you must enter late, do so quietly and do not disrupt the class.

Students arriving late for an examination, quiz, or other activity may be denied admission to class at the instructor’s option until after the activity is over.

Leave Class Early Policy

Do not leave class early unless it is an absolute necessity. If you know in advance you will need to leave class early, sit near an exit and inform the instructor prior to the start of class.

Chronic tardiness and or leaving class early may adversely affect your course grade and may cause you to receive a grade of F.
Examination Policy
Students are strongly advised to attend all classes. Students who are absent from a regularly scheduled examination will receive a grade of “0” zero as their examination grade. To avoid a zero students must notify the faculty member administering the examination or course coordinator of the absence within 24 hours prior to the scheduled examination. Only urgent occurrences (i.e. Death in the immediate family or illness of the student) will be accepted as a reason for absence. Make up exams will be administered with proof of the urgency (i.e. Signed note from the treating practitioner), and at the discretion of the faculty. Final examinations are administered according to the established schedule; changes are permitted at the discretion of teaching faculty.

Grading Criteria:
To pass each nursing course, students must obtain a cumulative grade of 80% (B) for courses (Please see chart below). However, in all graduate nursing tracks, an overall grade point average of “B” or better is required to progress in the program. Students must pass the assigned “pass/fail” components of each course and must complete all clinical hours where required. Grading criteria per School of Nursing standards is listed below:

Grading criteria/scale per School of Nursing standards are listed below:
RN-BSN
A 94% or above = 4.0
A- 90-93% = 3.67
Outstanding mastery of the subject: excellence evident in preparation for and attendance in class sessions, curious and retentive mind, unusual ability to analyze and synthesize material, with a positive attitude making productive contributions to the learning community in classroom
B+ 86-89 % = 3.33
Above average student in terms of attendance, preparation, time management, mostly consistent in test taking, and attitude
B 80-85% = 3.00
Above average student in terms of attendance, preparation, time management, mostly consistent in test taking, and attitude
B- 78-79% = 2.67
Above average student in terms of attendance, preparation, time management, mostly consistent in test taking, and attitude
C+ 76-77 % =2.33
Average or typical student in terms of attendance, preparation, time management, inconsistent test taking, and attitude

Any Grade lower than C+ is considered fail in clinical/non-clinical course.

MSN
A 94% or above = 4.0
A- 90-93% = 3.67
Outstanding mastery of the subject: excellence evident in preparation for and attendance in class sessions, curious and retentive mind, unusual ability to analyze and synthesize material, with a positive attitude making productive contributions to the learning community in classroom
B+ 86-89 % = 3.33
Above average student in terms of attendance, preparation, time management, mostly consistent in test taking, and attitude

B 80-85% = 3.00

Above average student in terms of attendance, preparation, time management, mostly consistent in test taking, and attitude

Any Grade lower than B is considered fail in clinical/non-clinical course.

Clinical and Non-Clinical Courses

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical (Pass with B &gt; 80%)</td>
<td>Non-Clinical (Pass with B &gt; 80%)</td>
</tr>
<tr>
<td>NUR 510 Pharmacology</td>
<td>NUR 500 Concepts of Professional Nursing</td>
</tr>
<tr>
<td>NUR 511 Fundamentals of Nursing and Care of Older Adults</td>
<td>NUR 516 Pathophysiology</td>
</tr>
<tr>
<td>NUR 512 Medical Surgical Nursing</td>
<td>NUR 621 Advanced Nursing Theory</td>
</tr>
<tr>
<td>NUR 513 Maternal Child Nursing</td>
<td>NUR 635 Nursing Research</td>
</tr>
<tr>
<td>NUR 515 Community Health Nursing</td>
<td>NUR 627 Advanced Epidemiology and Bio-statistics for Nursing</td>
</tr>
<tr>
<td>NUR 517 Psych/Mental Health Nursing</td>
<td>NUR 628 Health Systems Management</td>
</tr>
<tr>
<td>NUR 619 Residency I (Clinical Internship)</td>
<td>NUR 639 Perspectives in Nursing Issues</td>
</tr>
<tr>
<td>NUR 520 Physical Assessment</td>
<td>NUR 642 Race, Ethnic and Cultural Diversity in Health and Illness</td>
</tr>
<tr>
<td>NUR 629 Residency II (Leadership)</td>
<td>NUR 542 NCLEX Preparation (credit/non-credit)</td>
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<tr>
<td>NUR 618 Advanced Medical Surgical Nursing</td>
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FNP

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<thead>
<tr>
<th>Course Description</th>
<th>Course Code</th>
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<tbody>
<tr>
<td>Clinical (Pass with B &gt; 80%)</td>
<td>Non-Clinical (Pass with B &gt; 80%)</td>
</tr>
<tr>
<td>NUR 610 Adv. Pharmacology</td>
<td>NUR 616 Advanced Pathophysiology</td>
</tr>
<tr>
<td>NUR 620 Adv. Physical Assessment</td>
<td>NUR 631 Health Promotion</td>
</tr>
<tr>
<td>NUR 630 Primary Care of Adults/Aged</td>
<td>NUR 635 Nursing Research</td>
</tr>
<tr>
<td>NUR 632 Primary Care of Women/Children</td>
<td>NUR 627 Advanced Epidemiology and Bio-statistics for Nursing</td>
</tr>
<tr>
<td>NUR 633 Practicum</td>
<td>NUR 628 Health Systems Management</td>
</tr>
<tr>
<td>NUR 639 Perspectives in Nursing Issues</td>
<td>NUR 642 Race, Ethnic and Cultural Diversity in Health and Illness</td>
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<tr>
<td></td>
<td>NUR 634 Family Theory</td>
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ANE

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<tr>
<th>Course Description</th>
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<tbody>
<tr>
<td>Non-Clinical (Pass with B &gt; 80%)</td>
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<tr>
<td>NUR 626 Education Residency</td>
</tr>
<tr>
<td>NUR 622 Education Theories</td>
</tr>
<tr>
<td>NUR 623 Evaluation Methods in Nursing Education</td>
</tr>
<tr>
<td>NUR 624 Curriculum and Instruction</td>
</tr>
<tr>
<td>NUR 625 Practicum in Nursing Education</td>
</tr>
</tbody>
</table>
Assessment Testing and Remediation: HESI-NCLEX-RN Preparation

Academic Progress Policies and Procedures

I. Mervyn M. Dymally School of Nursing (MMDSON) at Charles R. Drew University (CDU) is committed to providing resources designed to assist graduates to be successful with our rigorous course of study and to pass the NCLEX-RN examination the first time. Participation in the Elsevier HESI Assessment Testing and Remediation Program is mandatory for all students and incorporates the use of case studies, quizzes, specialty exams, online courses and the RN exit exams to assess and assist students in preparing for the NCLEX-RN exam. The aforementioned activities must be completed as specified in the course syllabi, in order to progress and matriculate in the School of Nursing.

II. Completion of the following Elsevier HESI exams are required in the following courses:

<table>
<thead>
<tr>
<th>Year One, Semester One</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. NUR 511: Fundamentals of Nursing and Care of Older Adults</td>
<td></td>
</tr>
<tr>
<td>B. NUR 520: Physical Assessment</td>
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<tr>
<td>C. NUR 516: Pathophysiology</td>
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<table>
<thead>
<tr>
<th>Year One, Semester Two</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>D. NUR 512: Medical-Surgical Nursing</td>
<td></td>
</tr>
<tr>
<td>E. NUR 510: Pharmacology</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year One, Semester Three</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>F. NUR 513: Maternal Child/Peds Nursing</td>
<td></td>
</tr>
<tr>
<td>G. NUR 515: Community Health Nursing</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Two, Semester One</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>H. NUR 517: Psychiatric/Mental Health Nursing</td>
<td></td>
</tr>
<tr>
<td>I. NUR 618: Advanced Medical Surgical Nursing (Critical Care)</td>
<td></td>
</tr>
<tr>
<td>J. NUR 618: Advanced Medical Surgical Nursing (RN Exit Exams)</td>
<td></td>
</tr>
</tbody>
</table>

III. The faculty of MMDSON will coordinate scheduling of computer-administered proctored assessments and it is imperative that all students must be present on exam day(s). As a general rule, specialty examinations will be administered near the end of the semester.

IV. The required level of achievement on a HESI Specialty Exam or RN Exit Exam is a Score of 850 overall and specifically above 850 on the medical surgical section of this exam, before students will be approved for the NCLEX examination.

A. Throughout the course of the semester, faculty will assign quizzes and case studies for students to complete, in preparation for the Specialty Exams. Course faculty will determine dates and quizzes are to be completed. Immediately upon completion of the quizzes, students should review the rationale for each question and determine areas needed to review in preparation for the Specialty Exam.
B. Students must complete the online proctored Specialty Exam Version 1 at the scheduled time. Students who achieve a HESI Score of 850 or greater meet the HESI course requirements and earn 25% of their course grade. If the score on the proctored Specialty Exam is below 850, the student is required to remediate and must take a 2nd Attempt. Following test administration, students receive a score and an online remediation plan for each question missed.

<table>
<thead>
<tr>
<th>Grade Possible in Courses with HESI Specialty or Exit Exam</th>
<th>HESI Specialty/Exit Exam Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Attempt 25%</td>
<td>Scores below 850 require remediation prior to re-testing for a 2nd Attempt</td>
</tr>
<tr>
<td>2nd Attempt 20%</td>
<td>850-Above, Final grade will be based on Version 1 850-Above</td>
</tr>
</tbody>
</table>

**At the faculty's discretion, the HESI specialty exams could be used as the final exam for the course.**

The following remediation policy is required in each specialty course.

- Students must devote the following documented hours to study the assigned remediation content.
- Each student must sign in at the LRC with the Peer Tutors and work on their remediation content completing the following mandatory hours of remediation based on their HESI score:

<table>
<thead>
<tr>
<th>HESI Score: Hours of remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>800-849: 2 hours</td>
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<tr>
<td>700-799: 3 hours</td>
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<tr>
<td>600-699: 4 hours</td>
</tr>
<tr>
<td>500-599: 5 hours</td>
</tr>
<tr>
<td>400-499: 6 hours</td>
</tr>
<tr>
<td>300-399: 8 hours</td>
</tr>
</tbody>
</table>

- The student must write out at least three (3) key issues that are top priority of study for each of the recommended remediation section(s).
- The student must write out at least five (5) key information for each of the three identified top priority areas.
- Individual remediation study packets and Signed Evidence of remediation hours spent at the LRC with the Tutors must be printed out and handed to the instructor for admission into the Specialty Exam 2nd Attempt.
- Failure to hand in your remediation study packet will result in zero points for the HESI Exam.

Students must provide evidence of remediation to course faculty before receiving approval to take a 2nd Attempt of the proctored Specialty or Exit Exam. Students who achieve a HESI score of 850 or greater on their 2nd Attempt of the exam will earn 20% of their course grade. **Students who do not achieve a HESI Score of 850 or greater after a 2nd Attempt will only earn partial grades based on their HESI performance:** 15% for 800-849, 10% for 750-799, and 0% for any score lower than 750.
Specialty Exams must be completed by the due date identified in the appropriate course syllabus/schedule. Failure to complete the proctored Specialty Exams will result in forfeiture of the 25% HESI portion of the course grade.

C. Faculty in (NUR 618 Advanced Medical Surgical Nursing) will assign completion dates for the Critical Care Exam and RN Exit Exam. Students must take Version 1 and 2 of the RN Exit Exam. A mandatory HESI Exit Exam at the end of Advanced Medical Surgical Nursing. All students must meet the Benchmark of 850 to signify the successful completion of the pre-licensure portion of the ELM program and qualify the students to complete the NCLEX application. The HESI Exit Exam will constitute 25% of the total course grade. Failure to meet the benchmark means that the student must repeat the exam to a maximum of two total attempts. Student must complete and document evidence of required remediation to retake the exam. Failure to achieve required benchmark on the second exam may constitute failure of the Advanced Medical Surgical Nursing Course and Student must retake the course to complete the Pre-licensure portion of the Entry Level Master’s (ELM) Program.

V. Completion of the designated HESI examination(s) is a mandatory course requirement. Poor performance on the proctored assessment may adversely affect a student’s grade.

VI. Any student, who scores below 850 on a 2nd Attempt on the HESI Specialty or Exit Exam, must make an individual appointment with their Course Lead faculty and his/her advisor to discuss results and develop an individualized plan of study and review, based upon performance.

VII. A mandatory three month NCLEX Preparatory Program is scheduled during the last pre-licensure semester of the ELM program. All students must participate fully with all scheduled examinations and audio-video assignments, Question banks, Question Trainers, Sample Tests, etc. Students must show progressive improvement on NCLEX Prep exams offered during the NCLEX Prep Program.

**Promotion**

Students must obtain a cumulative grade of 80% (B) in all nursing courses and maintain a grade point average of 3.0 to progress in the program. They must pass the assigned “pass/fail” components of the course and must complete all clinical hours. RN-BSN students must obtain a cumulative grade of 78% (C+) to complete the program.

Clinical rotation and supporting theory components are offered in the same semester. The clinical and theory components of a course must be passed independently of one another to progress to the next rotation within the course. Students who failed the first rotation will not be allowed to progress to the next (second) rotation. Failure of the second rotation within a course results in a failing grade for the entire course and the student will not be allowed to progress to the next course in the sequence.

Students who are failing clinical components, but are receiving a passing grade in the theory, will receive an “F” for the entire course. **Students can only fail one course during the academic program and the course may only be repeated one time. A student who fails more than once in nursing courses or a clinical theory component may not continue in the nursing program.**
**Program Progression Policy**

A student who receives a failing grade in a clinical course (Less than 80%) will not be allowed to enroll in any other subsequent clinical course until they have repeated and successfully passed the clinical course. Again, please note that students must successfully pass both the didactic and clinical rotation of the course in order to receive a passing grade. In most cases this will result in a delay in the student’s progression through the program as all courses are not taught each semester. The student must attempt to retake the clinical course the next time it is scheduled to be offered. A student can only repeat ONE course (clinical or non-clinical) during the program.

Students who have failed a course are not able to progress with their original admission cohort. They will only be allowed to return to the program on a space availability basis. We do not guarantee clinical space will be available the semester in which the student can repeat the course. Current enrolled students in good academic standing who are progressing with their admission cohort will have priority for clinical placement. Criteria such as GPA, and prior clinical performance will be used to decide which students are allowed to repeat a course using the available clinical spaces.

Students should seek guidance related to progression in the program from the Office of Student Affairs. It is also highly recommended that students concerned about their progress in any course consult directly with their faculty and faculty advisor to seek assistance for tutorial services available in the school. Students should also review the MMDSON repeat course policy below.

Effective Implementation date: Summer 2016

**Repeating Courses**

Only one course may be repeated where a substandard grade (less than a B) is earned. All courses attempted and grades earned at Charles R. Drew University will appear on the student’s permanent academic record and the grades will be averaged for GPA calculation.

If a student is unable to complete course requirements due to unforeseen events, she or he may petition her or his instructor for an incomplete (I) grade. If the “I” is not removed in one semester, the “I” grade will automatically be changed to a fail “F” grade.

Please note the University’s requirements for receiving “I” grade:

**Requirements:** The “I” symbol signifies that 75 percent of the course has been completed and satisfactory progress in the class up to that point has been made; however, all required coursework will not be completed in the prescribed time period due to unforeseeable, emergency and justifiable reasons. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. Agreement to the conditions for the removal of the Incomplete must be stated on this form. If all work is not completed within one year of the grade assignment, the grade will automatically convert to “F” or “NC” (for No Credit courses).
Retention

An under graduate student is subject to academic probation if a cumulative GPA of at least 2.5 (C+) is not maintained. A graduate student is subject to academic probation if a cumulative GPA of at least 3.0 (B) is not maintained. A listing of students subject to probation is reviewed each semester by the Director of Student Affairs, who will then evaluate transcripts to identify students on academic probation. If a student does not, or cannot, raise their cumulative GPA to 3.0 by the completion of the next regular semester, that student will be subject to disqualification and removed from graduate standing and prevented further enrollment in the University.

Students experiencing academic difficulty are encouraged to enter into a Learning Contract with their advisor or faculty to identify problem areas and develop a strategy to achieve academic/course requirements. Students can also seek tutoring assistance in the Learning Resource Center (LRC) located in LSRNE room N103.

Transferring Credits

Graduate students May be able to transfer a limited number of course units (up to 12 units) in meeting the requirements for a master’s degree. These courses must be approved prior to substitution of a student’s study plan. While 12 credits MAY be transferred before commencing the program, once in the program, only in an extraordinary situation would an advisor approve credit transfer, e.g. if the School is unable to offer the course. Institutions frown upon external courses and credit transfer in general because of degree integrity. The use of transfer credits on the student’s study plan is subject to the following criteria:

- Must be completed before entry into the program. No course substitution request will be approved if taken during the program.
- Each course must have been taken at a regionally or nationally-accredited college or university
- Be acceptable for credit toward a graduate degree at the institution where the course was taken
- Have been completed with a grade of B or better
- Not have been used in meeting the requirements for another earned degree
- The student must have left the previous school in good academic standing
- Have been completed within the last 7 years.

Transfer Procedure

If a student wants to bring in courses (up to 12 credit) from prior education, that student must

1. Complete the “Transfer credit Evaluation Petition Form”
   (https://www.cdrewu.edu/assets/admissions/file/Transfer%20Credit%20Petition.pdf)
2. Attach a detailed course description and syllabus for the course
3. Submit official transcript from the institution where the course was taken
4. Submit all documents to the Director of Student Affairs

5. The Director of Student Affairs will review documents for completeness and forward to relevant lead faculty/content expert for review of course content to determine appropriateness of the substitution and make recommendation to approve or deny the request.

6. The faculty will return the form with their recommendation to the Director of Student Affairs who will forward it to Program Director for Decision.

7. The final decision will be communicated to the student through the Director of Student Affairs office.

**Challenge Exam Procedure**

ELM faculty and/or advisors are responsible for explaining and following the following procedure listed below:

1. The student is directed to speak with the course Faculty of Record (FOR) at least one month prior to the beginning of the class. The FOR will clarify the specific requirements and process for challenging an ELM course.

2. The FOR determines whether the student has adequate knowledge and preparation of the subject matter to challenge the course. Prior course work must be part of preparation for nursing or another health profession (e.g. dentistry, psychology, pharmacy, medicine, physical therapy).

3. If the student is determined to be eligible to challenge the course, the student and faculty member agree on a date and time for the examination. The schedule must allow adequate time for course enrollment if the student is not successful in the challenge.

4. The student obtains the form, “Petition for Credit by Examination” on the Office of the Registrar website. The student completes the “Student” section and the FOR completes the “Instructor” section of the form.

5. Faculty provides the student with the following documents as preparation for the examination:
   - Course outline
   - Detailed course objectives
   - Bibliography and textbook list
   - Style and format of the examination

6. The examination for credit shall be designed for the purpose of evaluating knowledge and/or clinical skills necessary to meet course objectives.

7. Once the examination is completed and graded, the student is informed of the grade. If the grade earned is passing, the student can then decide whether they wish to take the class or accept the exam grade as their final grade for the course. Students who fail the challenge exam are required to take the course.

8. If the student successfully passes the exam, the FOR notifies the Office of Student Affairs (OSA). The student brings the form to OSA for completion of the form.

9. The student then brings the completed form to the Registrar’s Office and pays the required fee.
10. Students who successfully challenged the course must include the course on the study list

Transfer Credit Waiver for Post-Master Certificate (PMC) Students:

PMC admits with more than the allowable twelve units can apply for a transfer credit waiver for additional courses taken in a prior Master’s program to satisfy PMC certification requirements. Credit granted will be based on the individual review of official transcripts and the following criteria.

- Each Course must have been taken at a regional or national accredited college or university
- Be acceptable for credit toward a graduate degree at the institution where the course was taken
- Have been completed with a grade of B or better
- Meet the requirements of the course in the certificate program based on review of the program faculty.
- The student must have left the previous school in good academic standing

Graduation

BRN Licensure: Only students who are approved for the NCLEX-RN Licensing Examination are eligible to sit for the Examination. MMDS on approval is based on student performance in the HESI-RN Exit Examination with a minimum of 850 score in Medical-Surgical Section and a minimum of 850 score overall. The HESI-RN Exit Examination will be administered during the 5th semester in the 2nd year at which time successful students will be approved by the School to proceed to sit for the NCLEX-RN Licensing Examination. Students who fall short of the 850 score in the Medical-Surgical Section and a minimum of 850 overall will enroll in a remediation program approved by the School for the last semester of the 2nd year.

Degree Audit: Students who have successfully completed all of the requirements for RN-BSN and Master of Science in nursing degree must make an appointment with the Director of Student Affairs.

Graduation Clearance: All graduating students must complete a clearance form and receive appropriate departmental signatures before receiving their degree. Furthermore, students who have received financial aid must have an exit interview with the financial aid administrator. Students will be advised as to the status of their loans, the repayment amount, payment schedule, their rights and responsibilities, and truth in lending laws. This clearance procedure should be initiated 30 days prior to the last day of school before graduation. Any student who has not met their financial obligations to the University will not receive degree verification or transcripts from the University.

Faculty Approval of Candidates for Graduation: The verified list of candidates for graduation is sent to the program director by the Registrar and must be confirmed by the faculty of each program. Upon confirmation by program faculty, the list is submitted to the Dean for review, approval, and submission to the Registrar. The Registrar then submits the verified list of candidates for graduation to the executive vice president for approval from the Board of Trustees. Students who will complete all graduation requirements by the end of the spring semester or summer semester will be permitted to walk in the June commencement ceremony of that same year.

G.P.A. Requirement: Achievement of a minimum overall G.P.A. of 3.0 on a 4.0 scale.
Total units required are as follows:

- RN-BSN 36 units
• ELM 81 units
• FNP 51 units
• PMC-FNP 39 units
• ANE 43 units
• PMC to ANE 40 units

Calculation of Units

The course of instruction shall be presented in semester units under the following formula:

I. One (1) hour of instruction in theory each week throughout the semester

II. Three (3) hours of clinical practice each week throughout the semester. With exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care. Twenty-five percent of clinical hours will be in simulation

3 hours of the following = 1 unit:
Clinical experience/Patient Contact, Conference, Field work, Independent study Lab

1 hour of the following = 1 unit:
Lecture (CDU) reckons that for each hour of lecture, the student will work three – five hours.

3 hours of the following = 1 unit:
Clinical experience/Patient Contact (e.g. 9 hours of clinical contact time = 135 hours)
Conference, Field work, Independent study, Lab, Seminar (For every hour of seminar contact time, include three hours of student preparation time. (i.e. 3 hours of contact time = 45 hours of seminar). Web-based course work, Workshop, and Project

Dismissal

In addition, to dismissal for academic reasons (see University Catalog), students can be dismissed from the University for violation of any of the following University policies:

• Professional Standards
• Academic Integrity Policy
• Impaired Student Policy
• Adverse Clinical Background Finding
Dismissal from the program is the most extreme form of sanction for violation of these policies, but less extreme sanctions may be employed if warranted.

Readmission

Readmission will be based on the current admissions policies. Candidates for readmission must meet current Program requirements. Policies related to the readmission of former students are outlined below: Students seeking readmission should contact the Office of Admissions at least one semester prior to their intended return. Students dismissed from the University for Academic Reasons must wait out one semester before they can re-apply and receive approval from the Dean’s Office. Students participating in an approved planned educational leave do not have to re-apply for readmission. Students who have been absent for two or more semesters prior to the semester of return must apply for readmission unless they are on an approved leave of absence. Returning students will be subject to all the requirements and regulations printed in the catalog for the year of readmission.

Former Students in Good Standing

With approval of the Program Directors, students who previously left the University in good standing may be readmitted, providing academic work in the interim period has not altered the student’s scholastic status. If a student has attempted coursework at another institution during his/her absence from Charles R. Drew University, official transcripts of that coursework must be submitted to Charles R. Drew University Office of Admissions for consideration in the readmission process.

Former Students on Probation

Students on probation at the close of their last semester remain on probation if readmitted. If a student has attempted coursework at another institution during his/her absence from Charles R. Drew University, official transcripts of that coursework must be submitted to Charles R. Drew University Office of Admissions.

Former Students Who Were Dismissed

The readmission of a previously dismissed student is by special action only. The University will not consider a student for readmission until one semester of non-attendance has passed and all recommended conditions of readmission have been fulfilled. Readmission action is based upon evidence that the causes of previous low achievement have been removed. This evidence may include grade reports or official transcripts of work completed at other institutions during the student’s absence. Students who have been dismissed for ethical or behavioral reasons will not be readmitted.

To Re-apply, students should:

1. Complete and submit a Readmission Application (available in the Office of Admissions).
2. Include a non-refundable application fee.
3. Include official transcripts of any coursework attempted during absence from Charles R. Drew University.
Process for Complaint Resolution

Charles R. Drew University has policies that have been established to resolve student problems and issues in a fair and impartial manner. The University’s most important business is to help students learn while maintaining high academic and ethical standards. Grievances related to sexual harassment, racial harassment, bullying, or discrimination against the disabled shall be pursued in accordance with University policies specifically relating to these items. The complete policies for Sexual harassment can Bullying can be found online at: www.cdrewu.edu/MMDSON/about/Student

Grievance Policies and Procedure for Students

The purpose of the procedures for Academic Grievances is to find an equitable solution to a problem at the lowest possible level. It is important to understand that grievances are not the same as disagreements. One cannot grieve an assigned grade, for example, merely because one disagrees with the grade.

All grades are based on accurate, objective and quantifiable scores, supported by grading rubric criteria (with a corresponding breakdown of percentages). It remains the primary responsibility of the graduate student to clarify with their professor/instructor the basis of grades for their assignments, reports, papers, etc. Please note that the grading criteria are located in each and every course syllabi and it is reviewed by your instructor during the orientation of the course.

An academic grievance relates to academic issues associated with course, classroom or clinical instruction during the course of the semester. As a prerequisite to filing a grievance, a student must meet with the involved faculty member within three (3) school/business days after an incident occurs. The student and faculty member shall discuss the dispute in an attempt to resolve the matter. The student must represent himself/herself during the grievance process.

If following the discussion with the faculty member, the student continues to believe that the student has not been dealt with fairly, he or she may submit a written statement of the complaint to the Director of Student Affairs. It is to everyone’s advantage to keep the proceedings as respectful and confidential as possible.

Academic Grievance Process

An academic grievance relates to academic issues associated with course, classroom or clinical instruction during the course of the semester. As a prerequisite to filing a grievance, a student must meet with the involved faculty member within three (3) school/business days after an incident occurs. The student and faculty member shall discuss the dispute in an attempt to resolve the matter. The student must represent himself/herself during the grievance process.

If following the discussion with the faculty member, the student continues to believe that the student has not been dealt with fairly; the student may submit a written statement of the complaint to the director of Student Affairs of MMDSON.

To prepare a written grievance, the student shall:

(I is the responsibility of the student to move the process forward through each step)

1. Identify the exact nature of the complaint and provide dates and locations of relevant incidents.

2. Identify the names of the witnesses or persons who have personal knowledge relating to the complaint.
3. Submit grievance along with any available written documentation or evidence that is relative to the complaints/grievances to the director of student affairs.

4. The student will meet with the faculty member and/or Course Coordinator and the Director of Student Affairs within three (3) school/business days of submission of the written grievance. If the grievance is not resolved, the grievance moves to the next step. The Director of Student Affairs will notify the Dean/Associate Dean of MMDSON of the student’s decision to move the grievance forward.

5. The Director of student Affairs will review student’s compliant and make a recommendation. Student affairs committee will meet within five (5) school/business days of a request for a review of the student’s grievance appeal. The committee chair will notify the Dean/Associate Dean of the committee’s decision. The Director of Student Affairs will notify the student and involved faculty of the decision.

6. The student or the involved faculty member may appeal the decision of the Student Affairs Committee in writing to the Dean within two (2) school/business days following notification of the decision. The Dean will render a decision on the appeal within three (3) school/business days from receipt of the appeal.

7. The grievance process ends with the decision of the Dean of MMDSON.

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

Non-Academic Grievances (from students)

Non-academic grievance is defined as a general complaint that does not involve academic matters.

Preliminary Steps in Non-Academic Complaint/Grievance

The student will meet with the Director of Student Affairs to discuss the grievance within five (5) school/business days. If the Director of Student Affairs is the source of the grievance, then the Dean/Associate Dean will assign another person to the committee.

If the grievance is deemed to be legitimate, the Director of Student Affairs and the Dean/Associate Dean will discuss a resolution with the student within five (5) school/business days of meeting with the Director of Student Affairs.

Formal Steps in Filing Non-Academic Complaint/Grievance

Within five (5) school/business days of meeting with the Director of Student Affairs, the student will submit documentation in writing of the unresolved complaint to the Director of Student Affairs who will inform the Dean/Associate Dean.

The Student Affairs Committee will review student’s compliant and make a recommendation. The committee will meet within five (5) school/business days of a request for a review of the student’s grievance appeal. The committee chair will notify the Dean/Associate Dean of the committee’s decision.
The Director of Student Affairs will notify the student and involved faculty of the decision. The student shall have the right to appeal the decision in writing to the Dean within two (2) school/business days of the decision. The dean will render a decision on the appeal within ten (10) school/business days from receipt of the appeal.

The grievance process ends with the decision of the Dean, which will be final.

**Confidentiality**

Throughout the entire procedure, from the filing of a formal complaint to final resolution, all information related to a grievance must be kept confidential. Once a final decision has been made and implemented, the original copy of the Grievance Form will be placed in the official, confidential Grievance File in the Office of SON and will be maintained for a minimum of five (5) years.

Please see Appendix N for “Grievance Form”.

**Withdrawals**

In order to withdraw from a course or program student needs to meet with advisor, program director and director of student affairs and then fill in the university withdrawal or course add/Drop forms. The form needs to be submitted to the director of student affairs. The forms are available on the website and Registrar office as well.

**Medical Withdrawals**

Permission to drop courses for health reasons must be requested in writing and certified by the student’s physician. Requests of this nature must be presented to the MMDSN Director of Student Affairs prior to the final examination. Under no circumstances will a medical withdrawal be considered after the final examination has been taken.
Student Support Services

Americans with Disability Act Accommodation (ADA)

Charles R. Drew University of Medicine and Science (CDU) provides equal access and opportunity to its students and does not discriminate on the basis of disability in all of its courses, programs and activities. CDU is committed to providing appropriate services and reasonable accommodation for students with disabilities consistent with the requirements of Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act, and the Americans with Disabilities Amendments Act of 2008. (CDU Catalog)

What is the ADA’s definition of a “person with a disability?”

A “person with a disability” is anyone with a physical or mental impairment that substantially limits one or more major life activities, such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. In addition to those people who have visible disabilities – persons who are blind, deaf, or use a wheelchair – the definition includes people with a whole range of invisible disabilities. These include psychological problems, learning disabilities, or some chronic health impairment such as epilepsy, cancer, cardiac problems, HIV/AIDS, and more. (Documentation of the disability is required.) A person is considered to be a person with disability if he/she has a disability, has a record of a disability, or is regarded as having a disability.

The Charles R. Drew University of Medicine and Science, Mervyn M. Dymally School of Nursing is committed to providing equal access to all of its programs, services, and activities for students with disabilities. If you have a disability or think you may have a disability contact the Director of Student Affairs in the MMDSON.

If you feel that a disability violation has occurred, please report to the Director of Student Affairs and if you still feel that you have not been adequately responded to, then contact:

Office for Civil Rights
United States
Department of Education
50 Beale Street, Suite 7200
San Francisco, CA. 94105
(415) 486-5555
www.ed.gov
**Lactation Room**
In support of students actively breastfeeding, a lactation room is available. Please complete a lactation room access form and submit to HR via email hrdept@cdrewu.edu or fax at 323-357-3685. It is best to make reservations as early as possible. Student is in charge of storage. The lactation room cannot be used as a lounge, study room or meeting room. No food or drinks are allowed in the room and room must be left in the same condition as prior to use. Please feel free to contact the Department of Human Resources at ext. 5827 should you have additional question. Please see Appendix K for “Reasonable Accommodation Form”.

**Tutoring Services**
MMDSON have tutors who support students in need of tutorial services in the Mervyn M. Dymally School of Nursing. For More information please visit: [https://www.cdrewu.edu/Students](https://www.cdrewu.edu/Students).

**Student Learning and Skills Center (SLSC)**
The SLSC is dedicated to helping all students experience maximum intellectual development and personal growth. Students are encouraged to call and make an appointment as needed for tutoring. The SLSC is located in the LSRNE building, and students may also take advantage of the University LRC located in the Keck building.

**Student Education and Service Center (SESC)**
The SESC is dedicated to helping students experience maximum intellectual development and personal growth for students enrolled in any of the academic programs offerings of the College of Medicine (COM), College of Science and Health (COSH) and the MMDSON, located in the Keck Building. Students are encouraged to call and make an appointment as needed for tutoring or assistance with testing.

**Impaired Student**
The MMDSON follows the guidelines established by the Board of Registered Nursing related to Impaired Nursing Students:

**Board of Registered Nursing Statement**

*IMPAIRED NURSING STUDENTS GUIDELINES FOR SCHOOLS OF NURSING IN DEALING WITH THE MATTER OF NURSING STUDENTS IMPAIRED BY ALCOHOLISM, DRUG ABUSE, AND EMOTIONAL ILLNESS.*

In the matter of nursing students impaired by alcoholism, drug abuse and emotional illness the California Board of Registered Nursing recognizes that:
a. These are diseases and should be treated as such;

b. Personal and health problems involving these diseases can affect one's academic and clinical performance and that the impaired nursing student is a danger to self and a grave danger to the patients in her or his care;

c. Nursing students who develop these diseases can be helped to recover;

d. It is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness;

e. Confidential handling of the diagnosis and treatment of these diseases is essential.

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

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

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

As a preventive measure, schools of nursing are asked to provide factual material to incoming students regarding school policy on drug or alcohol abuse and mental illness among nursing students.

Optimal health is an important factor in safely achieving academic and clinical performance requirements. Impaired health status, which includes physical problems, mental/emotional problems, and drug and alcohol use/abuse, affects academic and clinical performance. Substances which may impair student performance include legal drugs (prescription and over-the-counter), illegal drugs, alcohol, and other chemicals. The potential risk to self and others is unacceptable. Therefore the policies stated below will be implemented as necessary. The policies are consistent with the Board of Registered Nursing Guidelines of 11/84. Confidentiality will be strictly maintained at all times.

**Policy**

A student who, in the opinion of the instructor, is exhibiting impaired behaviors will be removed from any classroom or clinical setting. It is in violation of law, and of university regulations to obtain, possess, prescribe, administer to self or to another person any controlled substance or patient medications not prescribed by a physician.

**Assessment**

The student shall be removed from the classroom or clinical setting when the student's behaviors and performance pose a danger to the safety and well-being of self or others. These behaviors may include:
• Physical impairment
• Mental or emotional impairment
• Impaired judgment and/or disruptive actions
• Inconsistent behavior patterns

Procedure

When a student, in the instructor's opinion, is exhibiting any of the above behaviors, the following actions will be taken:

a. The student shall be excluded from the classroom/clinical.

b. The instructor shall immediately report the incident to the Associate Dean and Director of Student Affairs, MMDSON.

c. The student shall immediately report to the Associate Dean and Director of Student Affairs, MMDSON for investigation pursuant to university regulations.

d. The student shall be referred for further professional assessment and or drug screen if deemed necessary.

e. The drug screen must be completed the same day or no more than 12 hours from the time of incident at the student’s own cost. The student shall be given a referral form indicating the impaired behaviors which led to the classroom/clinical exclusion. This form must be signed by a health care professional, indicating clearance, and returned to the instructor before the student may be readmitted to the nursing classroom.

f. The professional assessment shall be performed by someone other than a member of the Charles R. Drew University faculty.

g. The instructor shall call the student's emergency contact person for transport from the campus if, in the instructor's judgment, the student is incapable of driving safely.

Dismissal from the Program as an Impaired Student

If the student is believed to be impaired, and therefore a danger to self or others, and refuses to submit to further professional assessment, the student will be dismissed from the Nursing Program. The student may also be subject to suspension or expulsion from other university programs in accordance with the university rules and regulations. If the student submits to further professional assessment and is found to be impaired, and therefore a danger to self or others, the student will be dismissed from the Nursing Program and required to provide proof of having received professional treatment prior to re-entry.
Readmission to the Program after Dismissal for Impairment

After a minimum period of six months from the time of dismissal, the student may petition for readmission to the Nursing Program. The requirements for readmission are:

1. The student shall submit a petition to the Dean, School of Nursing.

2. The student shall provide proof of active participation in a recognized treatment program on a regular basis and evidence of rehabilitation and/or recovery at the time of petition for re-entry.

3. The student may be required to participate in on-going rehabilitation treatment as a condition of readmission.

4. If admitted to the Nursing Program and required to participate in on-going rehabilitation treatment, the student shall provide evidence of such continued rehabilitation treatment as a condition of readmission.

5. Failure to submit evidence of on-going rehabilitation treatment will result in permanent dismissal from the Nursing Program.

6. Readmission is on a space-available basis.

7. A second documented incident of impaired behavior will result in permanent dismissal from the Nursing Program.

Student Rights to Program Records

The University Registrar’s Office maintains all transcripts and grades. Official and/or unofficial transcripts can be requested from this office.

The Family Educational Rights and Privacy Act of 1974 allow current and former students to inspect and review unrestricted official records, files, and data directly related to them. (See website for more information www.cdrewu.edu/MMDSN/about/student)

The statutes consider certain materials as outside the definition of “educational records” and thus, not open to inspection. The statute also specifies who may have access to the student’s record or information therein.

1. Current or former students who want to review their records shall provide, in writing, permission to allow access to restricted portions of their records.

2. Program departments will give students an opportunity to review their files.

3. Students have the right to correct any inaccurate or misleading entries or to insert a written explanation clarifying the contents of the student record. Student records contain information on the student’s progress, evaluations, test results, and grades, which become a permanent part of the student’s file. Grades are added to the student’s file at the end of each semester. Students may request, in writing, copies of their permanent record excluding third party documentation.
Section IV

Academic Integrity

Expectation: Both the MMDSON and the University expect academic integrity in all projects, papers, examinations, and assignments.

Definitions: Academic Integrity: The maintenance of academic integrity and quality education is the responsibility of each student at Charles R. Drew University. Cheating or plagiarism in connection with an academic program is an offense for which a student will be expelled, suspended, or given another disciplinary action.

Academic dishonesty diminishes the quality of scholarship and defrauds those who depend upon the integrity of the educational system. Academic dishonesty includes:

Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

- Students completing any examination should assume that external assistance (e.g. books, notes, calculators, and conversations with others) is prohibited unless specifically authorized by the instructor.
- Students may not allow others to conduct research or prepare work for them without advance authorization from the instructor.
- Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.
- Students must not sign the attendance form for students who are absent and not attending class.

Fabrication: Intentional falsification or invention of any information or citation in an academic exercise.

Facilitating Academic Dishonesty: Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

Plagiarism: To steal or pass off the words or ideas of another as one’s own, or to use without crediting the source.

Any incident of violation of the Academic Integrity Policy may be handled by a faculty member or may be treated as a judicial action. Documentation of a violation and any resulting discipline may be placed in the student’s file.

Cheating, plagiarism, fabrication and facilitating academic dishonesty will receive an “F” for that assignment plus permanent probation for all student(s) involved and it may lead to possible expulsion from the program.

Safe Assign: A plagiarism prevention tool that detects unoriginal content in students’ papers by identifying areas of overlap between submitted assignments and existing works. All papers will be submitted through Safe Assign to ensure that no portion of the paper has been plagiarized. After a paper has been processed, an assessment report will be available that will show the percentage of text in the submitted paper that matches existing sources.
**Classroom Civility**

This term means behavior a reasonable person would view as substantially or repeatedly interfering with the conduct, instructions and education of the class.

Examples include:
- Repeatedly leaving and entering the classroom or clinical area without authorization
- Making loud or distracting noises
- Using cellular phones and or other electronic devices during the class or clinical area
- Coming to class under the influence of alcohol or a controlled substance other than prescription medicine
- Eating and drinking in the classroom or clinical area
- Using a computer in class or other technology on activities not related to the class or clinical area

**Professional Standards**

Integrity is of upmost importance in upholding the standards of professional and personal conduct. It includes being accountable for one’s own conduct as well as assuming responsibility for the professional behavior of one’s colleagues within the profession. Assuming responsibility for the professional behavior of one’s colleagues means exemplifying integrity oneself, encouraging colleagues to be honest and responsible and refusing to ignore or cover up breeches of integrity such as cheating, stealing or falsifying records. The process of becoming a professional begins by integrating these core values into everyday life.

Professional standards are to be maintained. A student who demonstrates unprofessional behavior or behavior which indicates unsafe practice or improper classroom behavior (online and in person) may be denied progression or may be dismissed from the program.

**Student Code of Conduct**

We, the students of the Mervyn M Dymally School of Nursing at Charles R. Drew University, believe that professional behavior plays an important role in our ethical development as nurses. We are committed to demonstrating professional behavior in our roles both inside and outside of the School of Nursing.

Students in this professional program should not only demonstrate appropriate professional and ethical behaviors but should also expect such behaviors from fellow students. Professional conduct, dress, classroom behavior, and respect are expected in all courses in the curriculum.

Learning, teaching, and scholarship form the core of the academic community. In universities, these academic pursuits rely on reasoned discussion among students and faculty, respect for the learning and teaching processes, and intellectual honesty in the quest for knowledge. MMDSON students are called upon to commit themselves to furthering the academic achievement of the community by demonstrating conduct based on principles of responsibility, honesty, and respect for themselves, their fellow students, their patients, and MMDSON consistent with the American Nurses Association’s Code of Ethics.
The student code of conduct assumes adherence to the rules and regulations of MMDSON. Each student is held accountable for maintaining personal integrity and, to the best of their ability, the integrity of the MMDSON community.

To accomplish these goals, students acknowledge and affirm the following Code of Conduct:

- Respect for the high ideals and rigorous standards of the academic life and professional responsibility
- Honesty in all academic and personal endeavors
- Respect for the generally accepted standards of the nursing profession, including its principles of confidentiality
- Adherence to the rules and regulations of MMDSON
- Conduct befitting an exemplary member of the MMDSON community
- Commitment to behavior that appropriately represents the prestigious institution which we attend

Examples:

- Silence all phones and electronic devices before lectures begin
- Avoid using laptops computers for purposes other than educational or pertaining to class
- Raise hands when appropriate during lecture and wait to be called on before speaking
- Refrain from personal conversations and comments during lectures
- Assume responsibility for own actions and be committed to personal growth into a professional role
- Falsification of attendance and records
- No posting of patient information
- No social media during class

Examples:

- Avoid all acts of discrimination
- Offer constructive feedback to faculty, staff, and other students
- Conduct themselves in a manner that foster trust among peers, faculty, staff, and the wider community
- Examine and discuss questions of interest and freely express opinions without judging others
- Document and seek guidance from clinical setting that provides opportunity for further reflection and personal growth
- Utilize opportunities to enhance their communication and critical thinking skills
- Contribute to the development of the professional nursing curriculum
- Committed to enhancing and preserving the health of the community through education and awareness
Examples:

- Advocating for the nursing profession in the larger community
- Support access to health resources for each other and for all members of the community

Promote and develop environment that respects human rights, values and choices, including cultural and spiritual beliefs.

Please see Appendix G for “Student code of conduct; student acknowledgement form”.
Section V

Student Participation

Committees

Elective student Representatives are expected to be presented and participated actively during regular faculty meetings.

The Chair of the committee may ask students to excuse themselves should the meeting topics include confidential or sensitive information.

Potential student representatives will be required to submit an application to include the following:

- Committee of interest
- Plan for communication both to and from the students represented
- Goals/Objectives for participating in MMDSON Committees
- Student representatives will be selected using the above listed criteria.

- During their term of representation, the students are expected to: Represent the views of peers and not their own interests or views, Maintain integrity by acknowledging the confidentiality of some committee business and attend all meetings as scheduled. (This may include phone conference calls if available and appropriate)

Student members have voting privileges. Alternates may be designated, as required. Each of these committees is made up of both students and faculty. Meetings are held once a month. Students will be advised each semester when and where the meetings will be held.

Evaluations

Clinical Site Evaluations: At the completion of each course, each student will be asked to complete a confidential Clinical Site Evaluation Form for each site attended.

Course Evaluations: At the completion of each course, each student will be asked to complete a confidential Course Evaluation Form for each course.

Faculty Evaluations: At the completion of each course, each student will be asked to complete a confidential Faculty Evaluation Form for each faculty member to whom they have been assigned.
Community Service

ELM students are required to participate in 60 community service hours prior to graduation. Opportunities are available for students to participate in community programs through the MMDSON and the University.

Student Organizations

Charles R. Drew Student Government (CDSG) is a student led organization comprised of student leaders from various allied health programs within Charles R. Drew University of Medicine and Science (CDU). CDSG encourages freedom of scholarship, preserves and encourages student rights, promotes a unified and cohesive student body, and maintains forums to discuss student views. - See more at: http://www.cdrewu.edu/stu/stuGovernment#sthash.hMR8b8JQ.dpuf

Additional Resources

Nursing students should take time to visit the following websites:

- Nursing Practice Act – which includes links to the Business and Professional Code of California and Title 16, California Code of Regulations http://www.rn.ca.gov/npa/npa.htm
- California Board of Registered Nursing: www.rn.ca.gov
- Sigma Theta Tau International Nursing Honor Society Web Link www.nursingsociety.org
- Student Nurses Association: http://www.nsna.org/
- National Organization of Nurse Practitioner Faculties www.nonpf.com/
- Western Institute of Nursing (WIN) www.winursing.org
- Gerontological Society of America www.geron.org
- American Assembly Men in Nursing http://aamn.org

References and Resources:

Guidelines on Living Healthy

See the Centers for Disease Control and Prevention website for more detailed information and guidelines on living healthy: http://www.cdc.gov/HealthyLiving/.

Health Insurance Portability and Accountability Act (HIPAA) and the Patient Self Determination Act

See the National Institutes of Health (NIH) training site for an introduction to legal issues in clinical research, including content on HIPPA and the Patient Self Determination Act presented by Valerie H. Bonham, Office of the General Counsel, NIH on December 11, 2006: http://www.nihtraining.com/cc/ippcr/current/downloads/Bonham121106

Standards of Care

See this site for information on the “standard of care”:

https://www.jointcommission.org/standards_information/standards.aspx
**Student Representatives**

The purpose of the cohort student role is to provide a conduit for exchange of information, questions, and concerns from the student group perspective. It also to provide input, as needed from the student perspective on agenda items when solicited by the faculty assembly. This representative role is an opportunity for participation as a student leader, which could be reflected in the student’s resume and portfolio. Consequently, it is anticipated that such opportunities would be made available on a rotating basis.

Their peers at the start of each academic year elect student representatives. A minimum of two (2) representatives for each cohort will be elected by the mid-point of the first semester. In the beginning of the second year of the program, the cohort will then have the opportunity to elect two (2) new cohort representatives. This will provide opportunity for a leadership roles to additional students. These representatives are in addition to the cohort officers.

The role and responsibilities of student representatives include, but not limited, to the following:

- Represent the entire cohort at the general nursing faculty/staff assembly by attending monthly meetings, currently the first Wednesday of each month.
  - If invited to the faculty subcommittee meetings, at least one representative must attend.
- Solicit, compile, and report feedback from the cohort to the nursing faculty on topics of concern.
  - Reports should reflect positive feedback as well as address concerns or situations that may warrant improvement or change within the student roles/responsibilities.
  - Feedback regarding situations of concern or dissatisfaction should be accompanied with recommended solution(s) for improvement.

The student representative’s role is not to be the voice for an individual student’s situation, grades, or concerns. A student with an individual concern should approach the appropriate course faculty member and/or their advisor for assistance. The student representatives must focus on the concerns of the cohort as a whole and contributions to enhancing the learning experience within the academic (SON) system or infrastructure.
Appendix A: MSN Student Handbook Acknowledgement Form

STUDENT HANDBOOK ACKNOWLEDGEMENT FORM

I, ________________________________ have been provided with the link to the School of Nursing Student Handbook to read it online at Charles R. Drew University Website, completely for my understanding. With my signature, I am stating that I understand that I am responsible for the information and contents contained in this handbook and will and abide by the policies set forth here.

Link to Student Handbook:


** If you have difficulty in finding the webpage, you can contact student affairs office at 323-568-3301.

_________________________________________
Student Signature of Acknowledgment

Charles R. Drew University of Medicine and Science Non Discriminatory Policy

CDU has a zero tolerance for any form of discrimination and/or harassment including, but not limited to, discrimination and/or harassment on the basis of race, color, sex, sexual orientation, gender, gender identity, gender expression, age (over 40), physical handicap, disability, national origin, ancestry, marital status, medical condition, military or veteran status, genetics, or religion. CDU does not prohibit the use of any language unless such prohibition is required for business or academic purposes. CDU will reasonably accommodate any employee or job applicant that requires such an accommodation.

CDU will not retaliate against any employee, applicant, or student because they have engaged in protected activity.

CDU supports, and is in compliance with, Title IV, Title VI, Title VII, Title IX, Clery Act, Violence Against Women Act, SaVE Act, Americans with Disabilities Act, California Fair Employment and Housing Act, and all other applicable State and Federal Statutes.
Appendix B: Essential Functions for Admission and Matriculation

MERVYN M. DYMALLY SCHOOL OF NURSING
CHARLES R. DREW UNIVERSITY OF MEDICINE SCIENCE

The CDU policy is that no program or activity administered by the University shall exclude from participation, admission, treatment, employment, or deny benefits to or subject to discrimination any qualified individual solely by reason of his or her physical handicap. “Qualified individuals” are those persons who, with reasonable accommodations, are capable of performing the essential functions of their professional position in accordance with CDU policy, applicable laws and regulations.

There are requisite essential functions for the practice of nursing at the graduate level, which must be met by candidates and students. These essential functions are set forth in writing to guide the Admissions Committee in their consideration of any candidate or student. The graduates of all programs must possess the following:

1. Knowledge, skills and attitudes to function in diverse clinical settings and perform within their scope of practice;

2. Functional use of sensory and motor functions to permit them to carry out the activities in the areas listed below;

3. Ability to consistently, quickly and accurately integrate all information received by whatever sense(s) employed and they must have the intellectual ability to learn, integrate, analyze and synthesize data;

4. Under all circumstances, a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary means that a candidate’s or student’s judgment must be mediated by someone else’s power of selection and observation. Therefore, ordinarily the use of an intermediary in the clinical setting is not permitted. Clinical decision making and exercising clinical judgment are essential functions of the role of student and candidate.

The candidate and student for the graduate degree must have abilities and skills in five distinct areas: observation; communication; motor; conceptual, integrative and quantitative; and behavioral and social. The following five attributes are described as:

1. Observation:

Candidates and students must be able to acquire a defined level of information in both the clinical and basic sciences. Such information is presented via demonstrations, experiences, lectures and small-group teaching
exercises. Gaining such information will require the candidate to be able to observe material at a distance and close-at-hand (such as slides and overhead projections), and organisms and structures through a microscope. In the clinical sciences, candidates will be required to observe a patient accurately at a distance and close-at-hand and to interpret radiographs and other graphic image or digital or analog representations of physiological phenomenon (such as EKG’s). The observation and information acquisition noted above will require candidates to have functional and visual, auditory and somatic sensations, enhanced by the functional use of other sensory modalities.

2. Communication:

Candidates and students must be able to communicate effectively with patients, faculty, and colleagues. The candidate must be able to directly communicate with patients and family members and to elicit a health history. They should be able to hear but accommodation is available and may be permitted for some disabilities in this area. Candidates and students must be able to read.

3. Motor:

Candidates and students are required to possess motor skills sufficient to directly perform palpation, percussion, auscultation, and other basic diagnostic procedures. They should have sufficient motor function such that they are able to execute movements reasonably required to provide general bedside care and emergency treatment to patients. Examples of general bedside care include assistance with activities of daily living, ambulation, range of joint motion exercises, and grooming. Examples of emergency treatment are cardiopulmonary resuscitation, the application of pressure to stop bleeding and opening of an obstructed airway.

4. Intellectual, Conceptual, Integrative and Quantitative:

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Candidate and students must have the intellectual capability to improve their knowledge based on standard textbooks, conferences, lectures, clinical experiences, current scholarly literature and journals. They must also possess the capability to appropriately evaluate clinical circumstances - problem solving and critical thinking is necessary. In addition, candidates and students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

5. Behavioral and Social:

Candidates and students must possess the emotional health required for full utilization of intellectual abilities and the exercise of good judgment. They must show evidence of mature and sensitive relationships with patients. Candidates and students must be able to tolerate physically demanding workloads, adapt to changing environments, and display flexibility to function in rapidly changing clinical settings. Compassion, integrity, ethical standards, concern for others, appropriate appearance and hygiene, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admission process and throughout the educational progression through the curriculum.
Health and Immunization Policy Standards and Requirements

Enrollment and continued enrollment of accepted students to the School of Nursing is conditional, based on the results of certain laboratory tests and fulfillment of immunization requirements in order to determine their ability to perform all essential functions.

Disability Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact CDU’s Student Disability Services. More information can be found on the CDU website student affairs link, services and reasonable accommodations for students with disabilities at [https://www.cdrewu.edu/stu/Reasonable](https://www.cdrewu.edu/stu/Reasonable).

Candidates and students are advised to consult the Office of Student Services for further information and/or specific advice.

Essential Functions for Admission and Matriculation Form

I have read and understand the essential functions.

By signing this document I acknowledge that I have been given a copy of the essential functions. If I require any accommodation in order to satisfy these standards, I agree to request accommodation promptly in writing and understand that the School of Nursing will evaluate the reasonableness of the accommodation before acting on the request.

Print Name ________________________________________________________________

Signature ________________________________________________________________

Date ______________________________
Appendix C: Curriculum

RN-BSN Degree Completion Program Overview

The Bachelor of Science in Nursing (BSN) degree completion program is a post-licensure (RN-BSN) education program designed for registered nurses with a previous associate degree or diploma, and current, unrestricted RN licensure, who wish to obtain a Bachelor's degree in the professional field of nursing. This RN-BSN program includes coursework and behavioral objectives that focus on the development of the nurse's role as a global practitioner, researcher, and leader.

**Role and Qualifications**

The program is designed to develop the professional knowledge and skills of registered nurses and prepare them as generalists who are able to apply critical thinking, professional skills and knowledge to client outcomes and healthcare systems. The emphasis of this program is on meeting the healthcare needs of underserved populations.

**RN-BSN Curriculum**

The Bachelor of Science in Nursing (BSN) degree completion program has a 36-credit required course of study in residence (32 credits of Nursing courses and 4-credits of General Education Courses). The required course of study includes a capstone course that synthesizes baccalaureate student learning outcomes. The required course of study fulfills only part of the 120-minimum-credit requirement for Bachelor of Science degree completion. Students could transfer up to 84 credits of previous, relevant course work. The curriculum is based on a three-semester duration and builds on previous knowledge foundation of biological, physical, social and nursing sciences in conjunction with liberal arts components to enhance the development of a well-rounded, caring, professional nurse. The RN-BSN completion Program, which is completed through full-time study (12 or more credits per semester). Each theoretical course is scheduled for 7.5 weekly hybrid sessions (live sessions alternating with online sessions), with two sessions per semester offered as one weekend per month executive style course delivery format. The combined nursing and required general education courses have been combined to enable students complete the program in 3 Semesters (6 mini sessions) of full-time study based on the number of core requirements completed. Students may take less classes and extend their program according to their personal needs and ability. The goal is student's success in completing the program.
# Curriculum of Study

## CDU MMDSON RN-BSN COMPLETION CURRICULUM PLAN

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course No.</th>
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<th>Clinical Hours</th>
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<td>Introduction to Nursing Informatics, Communication and Technologies</td>
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<td>Trends and Issues in Professional Nursing</td>
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<td>Medical Spanish for Healthcare Professionals</td>
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<td>NUR 408</td>
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<td>NUR 410</td>
<td>Aging and Health</td>
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<td>Introduction to Nursing Leadership and Management</td>
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Entry Level Master’s (ELM) Program Overview

The ELM program is for individuals with a bachelor’s degree in another field, who want to pursue nursing. This program provides nursing students an opportunity to study basic nursing knowledge and science at the graduate level concurrently with graduate core content to prepare for licensure as a registered nurse. Students graduating from the ELM program will be able to assume the role of a direct provider of care, nursing administrator, or nursing faculty member.

ELM Curriculum

The 81-credit ELM program is completed through full-time study in preceptored clinical settings. The Entry Level Master of Science curriculum is designed for pre-licensure nursing students to study basic nursing knowledge and science at the graduate level concurrently with graduate core content to prepare for RN licensure.

The CNL is a new generalist nursing role developed by the American Association of Colleges of Nursing. “The Clinical Nurse Leader (CNL) oversees the care coordination of a distinct group of patients and actively provides direct patient care in complex situations. This master’s degree-prepared clinician puts evidence-based practice into action to ensure that patients benefit from the latest innovations in care delivery. The CNL evaluates patient outcomes, assesses cohort risk, and has the decision-making authority to change care plans when necessary. The CNL is a leader in the health care delivery system, and the implementation of this role will vary across setting” (American Association of College of Nursing [AACN], 2005). The MMDSON courses will prepare students to design, implement and evaluate client care by coordinating, delegating and supervising the care provided by the interdisciplinary health care team. The CNL role is not one of administration but rather a provider and manager of care for individuals and groups. The graduates, in the role of clinical nurse leader, will provide comprehensive care for patients in the hospital and the community, manage the work environment, engage in case management and other graduate-level nursing functions, as well as teach and precept nursing students. Success is achieved when students meet or exceed the program outcomes and fulfill their personal and professional goals for their career and stage of life.

The curriculum is based on the philosophy and conceptual framework for the University and the MMDSON ELM Program, and considers the recommendations presented in the American Association of Colleges of Nursing Essentials of Baccalaureate and Master’s Education for Professional Nursing Practice (1998) and the White Paper on the Education and Role of the Clinical Nurse Leader, Feb., 2007. Theory and clinical practice are concurrent in the following nursing areas: medical –surgical and geriatric, maternal/child, psychiatric/mental health nursing. Integrated curriculum content also includes the following topic areas: primary/secondary/tertiary prevention, genetics, communication, technology and resource management, ethics, personal hygiene, human sexuality, client abuse, cultural diversity, nutrition, pharmacology, legal, social, and ethical aspects of nursing, and nursing leadership management. Courses are sequenced from simple to complex so that students are able to build upon prior learning as they progress through the program.
Course Descriptions

The first year of the CDU ELM Program consists of courses that provide the foundation for safe nursing practice while, immersing student in a variety of classroom, hospital, and community based experiences. Through a series of designed learning activities, students are able to learn how to care for patients and their families within a supportive environment that promotes the spirit of inquiry and application of the research to nursing practice. The second year of the program provides coursework in nursing research, issues/theory, community health and final clinical immersion experience in a preceptored course where students can further develop the professional RN role through patient care experiences at the point of care, delegation, prioritization of care, interdisciplinary communication, and team management prior to being eligible to take the NCLEX-RN licensing exam.

ELM Clinical and Program Requirements

The pre licensure curriculum requires students to complete 1395 hours of clinical practice. In addition to actual clinical hours, the student will spend additional hours studying, preparing and completing assignments, usually triple the amount of time spent in actual class or role activities, depending on the time necessary to complete assignments and meet individual objectives.

Prior to taking clinical courses, students must satisfy all prerequisites and submit important documents for instructor verification. Students must provide documentation of all the requirements listed on the ELM Clinical Requirements form located in the MMDSON Student Handbook.

These requirements include:

- The following information must be uploaded into the Castle Branch portal
- Complete physical examination
- Drug screening (12 panels)
- Health insurance, private or through the University
- Annual CPR certification
- Training in universal precautions and blood borne pathogens
- Training in HIPAA requirements
- Annual PPD/2 step process or chest x-ray if positive or Quantiferon
- Immunity status: Hepatitis B titer series, Rubeola, Rubella & Varicella (Had disease is not acceptable)
- Annual Flu vaccine if required by clinical site.

All students will be required to complete a criminal background check before starting their first clinical lab/practicum. Some agencies also require live scan fingerprinting in addition to background checks. A positive criminal record shall not automatically disqualify a student from continuing in the program. If a record of criminal activity is revealed through the background check, the student shall be counseled by the Program Director regarding their continuation in the program and implications for licensure.
In addition, to the above students may be required to provide additional documentation as required by specific agencies. Students must complete the clinical agency orientation before starting a clinical rotation. Students must complete all required clinical documentation in a timely manner or they will not be allowed to progress in the cohort.

### Entry Level Nurse Program

#### Curriculum of Study

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<td><strong>14</strong></td>
<td><strong>225</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Year 1 Semester 3</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NUR 513</td>
<td>Maternal Child Nursing</td>
<td>8</td>
<td>225</td>
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<tr>
<td></td>
<td>NUR 515</td>
<td>Community Health</td>
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<td>90</td>
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<td></td>
<td>NUR 642</td>
<td>Cultural Diversity</td>
<td>3</td>
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<td><strong>Total Semester Credits/Hours</strong></td>
<td><strong>16</strong></td>
<td><strong>315</strong></td>
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<tbody>
<tr>
<td></td>
<td>NUR 517</td>
<td>Psych/Mental Health</td>
<td>4</td>
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<tr>
<td></td>
<td>NUR 618</td>
<td>Advanced Medical Surgical</td>
<td>5</td>
<td>135</td>
</tr>
<tr>
<td></td>
<td>NUR 639</td>
<td>Perspectives</td>
<td>3</td>
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<td></td>
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<table>
<thead>
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<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NUR 619</td>
<td>Residency/Internship I</td>
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<td>225</td>
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<tr>
<td></td>
<td>NUR 627</td>
<td>Advanced Biostatics and Epidemiology</td>
<td>3</td>
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<tr>
<td></td>
<td>NUR 542</td>
<td>NCLEX Preparation</td>
<td>1</td>
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<td>NUR 628</td>
<td>Health Systems Management</td>
<td>3</td>
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<td></td>
<td></td>
<td><strong>Total Semester Credits/Hours</strong></td>
<td><strong>13</strong></td>
<td><strong>225</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Year 2 Semester 3</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NUR 629</td>
<td>Residency/Leadership II</td>
<td>8</td>
<td>225</td>
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<td></td>
<td>NUR 635</td>
<td>Nursing Research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Semester Credits/Hours</strong></td>
<td><strong>11</strong></td>
<td><strong>225</strong></td>
</tr>
</tbody>
</table>

|               |            | **Total Program Credits/Hours** | **81**  | **1395**      |
Family Nurse Practitioner Specialty Program Overview

FNP Clinical and Program Requirements: The MSN program requires that students complete 645 hours of clinical practice in the FNP track. In addition to actual clinical hours, the student will spend additional hours studying, preparing and completing assignments, usually double the amount of time spent in actual class or role activities depending on the time necessary to complete assignments and meet individual objectives. See list for ELM clinical requirements.

Role and Qualifications
Graduates of this specialty assume responsibility for the provision of healthcare in the areas of health promotion, disease prevention and clinical management of primary care conditions. The FNP develops collaborative relationships with other healthcare providers, designs and implements the plan of care and is accountable for improving clinical outcomes and care processes in a quality, cost effective manner. The emphasis of this program is on meeting the healthcare needs of underserved populations.

FNP Curriculum

The 51-credit FNP Master of Science in Nursing specialty, which is completed through full-time or part-time study in preceptored clinical setting provides a flexible, executive-education format all clinical courses are offered as immersion practicum experience, conducted in faculty approved, in person, preceptored clinical settings. The following course sequence is required for this curriculum of study. The FNP specialty is a 4 semester full-time program. The program begins each semester in the Fall, Spring or Summer. Students may transfer in course credit for courses completed at an accredited academic institution. Clinical experiences are offered in a variety of clinical settings, where students work in preceptored settings to acquire clinical skills in structured environments designed to ensure that all students will satisfy the 645 clinical hours required to complete the program.

The FNP graduate is prepared to deliver care as a member of a healthcare team and to improve the availability of culturally relevant primary healthcare in underserved populations. Graduates possess the ability to evaluate the health status of an individual, diagnose and treat acute illness, manage chronic diseases, deliver preventive care, and counsel individuals on psychosocial problems in collaboration with a supervising physician.

The FNP specialty is clinically based and designed for individuals who have been working in the healthcare field. It combines didactic learning and clinical experience. Courses are offered using the Executive Format. All theory courses are taught in in-person classroom settings on designated weekends. During the week, students are assigned to clinical preceptors to complete the required clinical hours in diverse primary care settings.
## Family Nurse Practitioner (FNP)
### Curriculum of Study

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NUR 610</td>
<td>Advanced Pharmacology*</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>NUR 616</td>
<td>Advanced Pathophysiology*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NUR 620</td>
<td>Advanced Physical Assessment*</td>
<td>4</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Semester Credits/Hours</strong></td>
<td>10</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>NUR 630</td>
<td>Primary Care of Adults &amp; Aged</td>
<td>6</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>NUR 631</td>
<td>Health Promotion/Disease Prevention</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NUR 634</td>
<td>Family Theory</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Semester Credits/Hours</strong></td>
<td>12</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>NUR 632</td>
<td>Primary Care of Women &amp; Children</td>
<td>6</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>NUR 628</td>
<td>Health Systems Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NUR 642</td>
<td>Cultural Diversity</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NUR 627</td>
<td>Advanced Biostatistics and Epidemiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
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<td><strong>Total Semester Credits/Hours</strong></td>
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<td>180</td>
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<td></td>
<td>NUR 635</td>
<td>Nursing Research*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NUR 633</td>
<td>FNP Practicum</td>
<td>8</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>NUR 639</td>
<td>Perspectives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Semester Credits/Hours</strong></td>
<td>14</td>
<td>240</td>
</tr>
</tbody>
</table>

**Total Program Credits/Hours** 51 645
Post Master’s Certificate: Family Nurse Practitioner Program Overview

The Master of Science in Nursing Post Master’s Certificate prepares master-degreed nurses to manage the care of individuals and families across the lifespan. This certification is designed for nurses holding master’s degrees nursing who are interested in completing course requirements leading to FNP certification. Graduates of this program are eligible to sit for the FNP national certification examinations through the American Credentialing Center (ANCC), or the American Academy of Nurse Practitioners (AANP).

Role and Qualifications

Graduates of this specialty assume responsibility for the provision of healthcare in the areas of health promotion, disease prevention and clinical management of primary care conditions. The FNP develops collaborative relationships with other healthcare providers, designs and implements the plan of care, and is accountable for improving clinical outcomes and care processes in quality, cost effective manner. The emphasis of this program is on meeting the healthcare needs of underserved populations. Applicants must meet with the Program Director to discuss specific program objectives.

PMC-FNP Curriculum

The 39-credit Post Master’s Certificate is completed through part-time study in preceptored clinical settings provides a flexible, executive-education format in which the theoretical content of all courses is taught one weekend session per month each semester. The remainder of each semester is taught using both a face-to-face and web-enhanced pedagogical approach for student/faculty collaboration, faculty presentations and clarification of theoretical content. All clinical courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings. The following course sequence is required for this curriculum of study:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 610</td>
<td>Advanced Pharmacology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NUR 616</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NUR 620</td>
<td>Advanced Physical Assessment</td>
<td>4</td>
<td>45</td>
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<tr>
<td></td>
<td>Total Semester Credits/Hours</td>
<td>10</td>
<td>45</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 630</td>
<td>Primary Care of Adults &amp; Aged</td>
<td>6</td>
<td>180</td>
</tr>
<tr>
<td>NUR 631</td>
<td>Health Promotion/Disease Prevention</td>
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<td>180</td>
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</tr>
<tr>
<td>Semester 3</td>
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</tr>
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<td>NUR 632</td>
<td>Primary Care of Women &amp; Children</td>
<td>6</td>
<td>180</td>
</tr>
<tr>
<td>NUR 627</td>
<td>Advanced biostatistics and Epidemiology</td>
<td>3</td>
<td>180</td>
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<td>Total Semester Credits/Hours</td>
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<td>Semester 4</td>
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<tr>
<td>NUR 635</td>
<td>Nursing Research</td>
<td>3</td>
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</tr>
<tr>
<td>NUR 633</td>
<td>FNP Practicum</td>
<td>8</td>
<td>240</td>
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<tr>
<td></td>
<td>Total Semester Credits/Hours</td>
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<td>240</td>
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<td></td>
<td>Total Program Credits/Hours</td>
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Masters of Science: Advanced Nursing Education Program Overview

The Advanced Nursing Education Specialty (ANE) prepares advanced practice nurses to become a knowledgeable nurse educator ready to teach in diverse settings. The ANE Program is designed for Registered nurses (RNs) holding a Bachelor or Masters of Science in Nursing who wish to move into nursing education. Graduates of this program are eligible to sit for the NLN Certified Nurse Educator (CNE) examination.

Curriculum

The 43 credit Master of Science in Nursing Specialty, which is completed through full-time or part-time study in preceptored clinical settings provides a flexible, executive-education format all clinical courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings. The following course sequence is required for this curriculum of study. The ANE specialty is a 4 semester full-time program with opportunity for part-time enrollment. The program begins each semester in the Fall, Spring or Summer. Students may transfer in course credit for courses completed at an accredited academic institution.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Courses</th>
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<tbody>
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<td>NUR 616 Advanced Pathophysiology</td>
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<tr>
<td></td>
<td>NUR 620 Advanced Physical Assessment</td>
</tr>
<tr>
<td>Semester 2</td>
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<td>NUR 622 Nursing Education</td>
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<tr>
<td></td>
<td>NUR 623 Evaluation Methods</td>
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<tr>
<td>Semester 3</td>
<td>NUR 624 Curriculum &amp; Instruction</td>
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<tr>
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<td>NUR 628 Health Systems Management</td>
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<td>NUR 642 Cultural Diversity</td>
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<td></td>
<td>NUR 627 Biostatistics and Epidemiology</td>
</tr>
<tr>
<td>Semester 4</td>
<td>NUR 625 Practicum in Nursing Education</td>
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<td>NUR 635 Nursing Research</td>
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<td></td>
<td>NUR 639 Perspectives</td>
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</table>
Post Master’s Certificate: Advance Nurse Education

Master of Science Post Master’s Certificate Overview/ Advanced Nursing Education Track (ANE) prepare advanced practice nurses to become a knowledgeable nurse educator ready to teach in diverse settings. The ANE Program is designed for Registered nurses (RNs) holding a Bachelor or Masters of Science in Nursing who wish to move into nursing education. Graduates of this program are eligible to sit for the Certified Nurse Educator NLN (CNE) examination.

Curriculum: The 40-credit Master of Science in Nursing Specialty, which is completed through full-time or part-time study in preceptored clinical settings provides a flexible, executive-education format all clinical courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings. The following course sequence is required for this curriculum of study. The ANE specialty is a 4 semester full-time program with opportunity for part-time enrollment. The program begins each semester in the Fall, Spring or Summer. Students may transfer in course credit for courses completed at an accredited academic institution.

Post-Masters Advanced Nurse Educator (ANE)

Curriculum of Study

<table>
<thead>
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<th>Terms</th>
<th>Courses</th>
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<tr>
<td>Year 1 Semester 1</td>
<td>NUR 610 Advanced Pharmacology</td>
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<td>NUR 616 Advanced Pathophysiology</td>
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<td></td>
<td>NUR 620 Advanced Physical Assessment N/A</td>
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<td>Year 1 Semester 2</td>
<td>NUR 621 Advanced Nursing Theory</td>
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<tr>
<td></td>
<td>NUR 622 Nursing Education</td>
</tr>
<tr>
<td></td>
<td>NUR 623 Evaluation Methods</td>
</tr>
<tr>
<td>Year 1 Semester 3</td>
<td>NUR 624 Curriculum &amp; Instruction</td>
</tr>
<tr>
<td></td>
<td>NUR 628 Health Systems Management</td>
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<tr>
<td></td>
<td>NUR 642 Cultural Diversity</td>
</tr>
<tr>
<td></td>
<td>NUR 627 Biostatistics and Epidemiology</td>
</tr>
<tr>
<td>Year 2 Semester 1</td>
<td>NUR 625 Practicum in Nursing</td>
</tr>
<tr>
<td></td>
<td>NUR 626 Education Residency</td>
</tr>
<tr>
<td></td>
<td>NUR 635 Nursing Research</td>
</tr>
<tr>
<td></td>
<td>NUR 639 Perspectives</td>
</tr>
</tbody>
</table>
Appendix D: Health Requirements Policy and Forms

MERVYN M. DYMAILLY SCHOOL OF NURSING

Dear MMDSON Student:

CDU requires that each new student submit written documentation regarding his or her health status. The purpose for these state requirements is to prevent outbreaks of vaccine-preventable communicable diseases among CDU students; to prevent or reduce the risk of transmission of vaccine-preventable and other communicable diseases between CDU students and patients and other persons at CDU and CDU-affiliated health care units. Enclosed you will find the University Student Immunization and Health requirements as well as the forms - Part I and Part II - which need to be completed by your health care provider to better assist you in complying with these requirements. This policy shall apply to every student matriculated or enrolled full-time or part-time in a CDU School or program. If you are submitting records for the first time, please submit your entire health record onto our online tracking portal “CastleBranch” to ensure that health information is received and accurately processed prior to the beginning of the semester. All student health information must include your name and/or medical record number as verification that it is your record. Enclosed in this package is information on Meningitis. The California State Required Meningitis Awareness Disclosure Form must be returned. Please be certain that all information is printed legibly.

Thank you in advance for submitting complete and timely records.

For all Affiliate Packets submit/mail records to the Clinical Coordinator when requested to:

CDU-Mervyn M. Dymally School of Nursing
Ivonne Naranjo
ELM Clinical Coordinator
1748 East 118th Street,
Los Angeles, CA 90059
**University Health Requirement For Incoming Students:**

The Health Policy applies to every student matriculated or enrolled full-time or part-time in a CDU School or program, including joint and collaborative programs with other institutions.

All students accepted in a CDU educational program are required to produce complete documentation including immunization records prior to the start of the semester. Students who are accepted late into a CDU educational program may complete their health requirements by late registration.

Students lacking required documentation are excluded from class and/or clinical, and are not permitted to register for any other classes until all requirements have been met. Students are required to have their (PPD) testing done within three (3) months of matriculation or enrollment. No exceptions.

Acceptable documents serving as evidence of previous immunization and/or immunity include any of the following:

- an official school immunization record or copy thereof from any primary, secondary, undergraduate, graduate, health professions or other school;
- a record from any public health department;
- a medical history form summarizing prior immunizations signed by a licensed physician, Certified Nurse Practitioner, or Certified Clinical Nurse Specialist.
- a report of serology testing of immune status.

A student may be exempted from certain immunizations or test if the student submits a written signed statement explaining how immunization conflicts with his or her religious beliefs. The student will be required to acknowledge in writing (via waiver form) that he or she was informed of the value of immunizations and has knowingly declined to have such immunizations for religious reasons. The University shall attempt to provide reasonable accommodations to those students whose religious beliefs bar requirements of the clinical component of the academic program.

**Clinical Affiliate Healthcare Requirements**

Special note***

The university may accept an immunization waiver; however our clinical affiliates establish their own criteria which may prevent a student the ability to practice at certain clinical agencies.

A student may be exempted from any required immunizations or test if he/she has a medical contraindication for that immunization or test and if failure to receive this immunization or test does not prevent fulfillment of the requirements of the academic program. Conditions comprising valid medical contraindications to vaccine administration are those set forth in the most recent Recommendations of the Immunization Practices Advisory Committee (ACIP) published periodically by the Centers for Disease Control and Prevention. Such students must present a written statement from a physician licensed to practice medicine in the United States stating that a specific immunization is medically contraindicated, and giving the reasons for and duration of this contraindication. This written physician’s statements shall become part of the student’s immunization record. If the medical contraindication no longer exists, the student must comply with the immunization requirements. The University shall provide reasonable accommodations to those students whose medical condition contraindicated immunizations so long as failure to be immunized will not prevent the student from fulfilling the requirements of the clinical component of the academic program. Students will be informed of the immunization and testing requirements prior to matriculation or enrollment.
Health Tracking and Immunization Form

Part I - STUDENT: please complete all information

<table>
<thead>
<tr>
<th>(Last name)</th>
<th>(First name)</th>
<th>(Middle name)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(Signature)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date of birth ___________ Primary phone # ___________ Email address ___________

Address:  
(Street) (City) (State) (Zip code)

Emergency contact name: ___________________________ Emergency phone # ___________

 PERSONAL MEDICAL HISTORY:  

<table>
<thead>
<tr>
<th>Do you have any of the following?</th>
<th>Yes</th>
<th>No</th>
<th>If yes, please specify:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allergies</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Are you taking any medications?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you drink alcoholic beverages?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Do you smoke?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previous hospitalizations or illness?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental health disorders?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neurology disorders?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Seizures/Convulsions, fainting spells, black-outs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cardiovascular disorders?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Heart murmurs, chest pain, rheumatic fever</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• High blood pressure, irregular heart beat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other heart conditions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respiratory disorders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Asthma, chest infections, bronchitis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eyes, Ears, Nose and/or Throat Disorders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blood disorders?</td>
<td></td>
<td></td>
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<tr>
<td>Skin disorders?</td>
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<tr>
<td>Gastrointestinal disorders?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genitourinary or Reproductive System disorders?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Endocrine disorders?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musculoskeletal disorders?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you have any conditions (physical, medical, or psychological) that would require special accommodations in order for you to perform your job?  
Yes  No  If yes, please explain in detail.
Student Name: ______________________________  DOB: __________________

Part II: PHYSICAL EXAMINATION: to be completed by healthcare provider. **ALL SECTIONS MUST BE COMPLETED.**

Age: __________  Sex: _________  Height: _________  Weight: _________  Blood Pressure: _________  Pulse: _________

Eyes: Vision R 20/______  L/20 _______ Corrected Vision R/20 _______ L/20 _______ Color Vision/ Blindness? _________

Ears: Hearing R _________ L _________  Type of Test: _______________________________________________________________

**NORMAL:**

1. General Appearance
2. Head, Face, Neck, Scalp
3. Thyroid Gland
4. Nose and Sinuses
5. Mouth, Throat, Teeth, Gingiva
6. Ears-General
7. Eyes-General, and Ophthalmoscopic Exam
8. Ocular Motility (Associated parallel movements)
9. Lungs and Chest (include breasts)
10. Cardiovascular System, Peripheral Vascular System
11. Gastrointestinal System, Abdomen and Viscera
12. Spine/ Musculoskeletal System/ Skin Disorders
13. Endocrine System
14. Neurologic, General Mood and Attitude
15. Genitourinary/ Anus and Rectum/ Reproductive

**ABNORMAL - Please Comment**

**REQUIRED IMMUNIZATIONS**

<table>
<thead>
<tr>
<th>VACCINATIONS: (If non-immune or equivocal, you must start the immunization series)</th>
<th>Titer: copy of titer</th>
<th>1st dose Mo/Da/Yr</th>
<th>2nd dose Mo/Da/Yr</th>
<th>3rd dose Mo/Da/Yr</th>
<th>Booster Mo/Da/Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMR (2 dose series and proof of titer) (Measles, Mumps, Rubella)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tetanus/diphtheria (Tdap) (proof of vaccination)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hepatitis B (3-dose series and proof of titer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polio- Indicate Oral or Salk in corner box. Oral if monovalent series, state Type 1, 2, or 3. Salk if after 12/31/67 (proof of vaccination)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varicella (chickenpox)- documentation of disease by titer- (if titers neg: 2 doses of Varivax vaccine required 1-2 months apart, then titer again after doses)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CBC: results _______ date: _______  URINALYSIS: results _______ date: _______  VDRL: Results: _______ date: _______

Quantiferon Gold or 2-step PPD: #1 DATE: _______  RESULTS: NEG. ( )  ****POS. ( )

#2 DATE: _______  RESULTS: NEG. ( )  ****POS. ( )

****if positive, Chest X-ray DATE: _______  RESULTS: (ATTACH COPY OF X-RAY REPORT) Was INH Therapy Recommended? Yes ( )  Start date: _______  Completed date: _______

INH therapy was not started.

Healthcare Provider (Printed Name & Signature): ______________________________  Facility Address: _______________________________________________________________

Telephone Number: ______________________________  Date of Examination: ____________________________
## CDU POLICY ON IMMUNIZATION/ HEALTH REQUIREMENTS

### SUMMARY OF STUDENT IMMUNIZATION AND HEALTH REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Required Doses</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete History and Physical Exam (with CBC, UA and VDRL)</td>
<td>Once</td>
<td>Every year</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>3 doses of vaccine (at least one prior to any activities with any risk of exposure) OR serologic proof of immunity after doses</td>
<td>Annually or as facility requirement</td>
</tr>
<tr>
<td>TB Testing</td>
<td>2- Step PPD (1 Week Apart) OR Gold Quantiferon / T-Spot (Blood Test) OR If positive, Chest X-ray (within the last eight months)</td>
<td>Annually or as facility requirement</td>
</tr>
<tr>
<td>MMR (Measles, Mumps, Rubella/Rubeola)</td>
<td>2 doses of vaccine OR serologic proof of immunity after doses</td>
<td>Per season or facility requirement (Spring / Fall)</td>
</tr>
<tr>
<td>Influenza</td>
<td>1 dose</td>
<td>Per season or facility requirement (Spring / Fall)</td>
</tr>
<tr>
<td>Varicella</td>
<td>2 doses of OR serologic proof of immunity after doses</td>
<td>Per season or facility requirement (Spring / Fall)</td>
</tr>
<tr>
<td>Tdap</td>
<td>primary series of vaccine plus booster dose every 10 years</td>
<td>Once</td>
</tr>
<tr>
<td>Polio</td>
<td>primary 3-dose series of vaccine or booster dose(s)</td>
<td>Per season or facility requirement (Spring / Fall)</td>
</tr>
</tbody>
</table>
Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. They are:

(1) The right to inspect and review their education records within 45 days of the date that an appropriate University official receives a written request for access.

Students shall submit to the Dean or other appropriate University or school official written requests that identify the record(s) they wish to inspect.

(2) The right to request the amendment of education records that the student believes is inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They shall write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University or acting in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); an administrator or faculty member from an institution with which CDU has an academic or clinical affiliation who has legitimate educational interest; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University discloses education records without consent to officials of another school in which a student is, seeks, or intends to enroll.

CDU reserves the right to release directory information without prior written consent of a student unless notified in writing to the contrary. The following items are considered by CDU as Directory Information: name, date and place of birth, addresses (including electronic), phone numbers, filed(s) of study or program(s), dates of attendance, participation in officially recognized activities, degrees, awards and honors received, previous schools attended, photographs, internship, residency or other post-completion placements.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605
California State Required Meningitis Awareness Disclosure Form

To be completed by student

California law requires that universities make an increased effort to educate students about the risk of Meningococcal disease or "meningitis." Although the incidence of meningitis is relatively rare, about one case per 100,000 persons per year, studies done by the CDC and American College Health Association (ACHA) found that the cases of Meningococcal disease are three to four times higher among college freshmen that live in dormitories. The Meningococcal vaccine is effective against the four kinds of bacteria that cause about two thirds of Meningococcal disease in the United States.

WHAT IS MENINGOCOCCAL MENINGITIS?
Meningococcal meningitis is a potentially fatal infection caused by the bacterium Neisseria meningitides that causes inflammation of the membranes surrounding the brain and spinal cord.

HOW IS MENINGITIS SPREAD?
Meningitis is spread by direct contact with infected individuals. The bacterium is present in respiratory secretions and can be spread by coughing or sneezing. It is also spread by sharing eating utensils, water bottles, cigarettes, and kissing. Social factors such as smoking, excessive alcohol consumption and bar patronage also increase the chance that a person will contract meningitis from an infected individual.

IS THERE A VACCINE FOR MENINGITIS?
There are two vaccines available that are 85% to 100% effective in preventing four kinds of bacteria that cause about 70% of disease in the U.S. Menomunre, the Meningococcal polysaccharide vaccine (MPSV4) has been available since the 1970s. Menactra, the Meningococcal conjugate vaccine (MCV4) was licensed in 2005. Both vaccines work well, are safe with generally mild side effects such as redness and pain at the injection site lasting up to two days. Immunity develops within 7-10 days after vaccination and lasts approximately 3-5 years. The newer Menactra vaccine is the preferred vaccine for people 11-55 years of age and is expected to give better, longer-lasting protection and should also be better at preventing the disease from spreading from person to person. A few cases of Guillain-Barre syndrome, a serious nervous system disorder, have been reported among people who got the Menactra vaccine. However, there is not enough evidence yet to tell whether the cases were caused by the vaccine. This is being investigated currently by health officials.

WHAT ARE THE SYMPTOMS OF MENINGITIS?
Cases of meningitis peak in late winter and early spring, overlapping the flu season. Symptoms can easily be mistaken for the flu. These symptoms may include high fever, rash, vomiting, severe headache, neck stiffness, lethargy, nausea, and sensitivity to light. If a student has two or more of these symptoms at one time, they should seek health care immediately. Meningitis progresses rapidly and can lead to shock and death within hours of the first symptoms if left untreated.

If you have any questions regarding the meningitis vaccines, please contact your doctor. More information can be found at the CDC website www.cdc.gov or the ACHA website www.acha.org.

Please sign and complete the form below. We will keep this information confidential as part of your medical record in accordance with Assembly Bill 1452. Please indicate your preference and acknowledgement of this information by signing below:

MARK ONE OF THE BOXES THEN SIGN BELOW

☐ I have received the Menactra Vaccine. Date _____/____/______________________________

☐ I have received the Menomune Vaccine. Date _____/____/______________________________

☐ I have received a Meningococcal vaccine but do not know which one. Date _____/____/______________________________ (Hib meningitis vaccine does NOT qualify)

☐ I have read the provided information and do not want to receive either vaccine. (Initial) _______

Student Signature
Confidentiality/Security Acknowledgement
Signature Page

By my signature below, I acknowledge that I understand the Mervyn M. Dymally School of Nursing Confidentiality/ Security Policy regarding The Health Insurance Portability and Accountability Act (HIPAA)

Print Name:  

Signature:  

Date:  
CONFIDENTIALITY AGREEMENT AND CONSENT TO VIDEO

During your participation in a simulated clinical experience (SCE) at the Mervyn M. Dymally School of Nursing Simulation Center (MMDSONSC), you will be both an active participant in simulated scenarios and an observer.

The objective of the SCE program is to enhance nursing education and clinical practice. A SCE is designed to challenge nursing students’ response and judgment in a high stress environment.

Students are expected to keep all events, procedures, and information used in conjunction with the Patient Simulation Center (PSC) strictly confidential. This includes patient history information obtained prior to the actual simulation experience, as well as information obtained and used in the pre and post conferences. Students are not to share information about their simulation experience with other students.

By signing this agreement, you agree to follow the rules and guidelines of the Simulation Center and maintain strict confidentiality regarding both yours and others performance, whether seen in real time, on video or otherwise communicated to you. Failure to maintain confidentiality may result in unwarranted and unfair defamation of character of the participants.

You will be discussing the scenarios during debriefing, but we believe that “All that takes place in the simulation environment – stays in the simulation environment!” Due to copyrights, and to maintain optimal simulation experiences for the other learners who will be following you in the center, you are to maintain strict confidentiality regarding the specific scenarios, as well as what happened during the simulation experience. A breach of confidentiality may result in loss of privileges at MMDSONSC.

____ I have read and received a copy of the Simulation Center Guidelines and will comply with the rules and guidelines of the Simulation Center.

____ I agree to maintain strict confidentiality about the details of the scenarios, participants, and performance of any participant(s).

____ I authorize the Mervyn M. Dymally School of Nursing Simulation Center (MMDSONSC) staff to video record my performance during clinical simulation experience (CSE).

____ I authorize the MMDSONSC staff to use the video recording(s) for purposes including, but not limited to: debriefing, faculty review, educational, research, public relations, advertisement, promotional, and/or fund raising activities.

Student’s Print Name ___________________________ Student’s Signature ___________________________ Date ____________

Signed I the presence of (Faculty): ___________________________ Faculty’s Signature ___________________________ Date ____________
CONFIDENTIALITY AGREEMENT AND CONSENT TO VIDEO

Print Name ___________________________ Date _______________________

CONFIDENTIALITY OF INFORMATION

During your participation in courses at the MMDSONSC, you will likely be an observer of the performance of other individuals in managing medical events. It is also possible that you will be a participant in these activities. Due to the unique aspects of this form of training, you are asked to maintain and hold confidential all information regarding the performance of specific individuals and the details of specific scenarios. By signing below, you acknowledge to having read and understood this statement and agree to maintain the strictest confidentiality about any observations you may make about the performance of individuals and the simulation scenarios.

AUDIOVISUAL DIGITAL RECORDING

I am hereby informed that there is continuous audiovisual digital recording in rooms in the MMDSONSC. I consent to continuous audiovisual digital recording while I am in the simulation center. I understand that, unless authorized by me, I will not be specifically identified and that the recordings will be shown only for educational, research, or administration purposes. No commercial use of the audiovisual recordings will be made without my written permission.

RELEASE FOR STILL PHOTOGRAPHS AND VIDEOTAPES

I authorize faculty and administrators of the MMDSONSC to publicly show still photographs (slides or prints) and/or videotapes depicting me during the course of training at the MMDSONSC. I understand that, unless otherwise approved by me, I will not be specifically identified, and that the photographs will be shown only for educational, research or administration purposes. No commercial use of the photographs (slides or prints) and or videotapes will be made without my written permission.

I have read all of the above and agree to the terms under confidentiality of information and audiovisual digital recording.

______________________________                 _______________________
Signature                        Date

______________________________                 _______________________
Witness   Signature               Date
We, the students of the School of Nursing at Charles Drew University, believe that professional behavior plays an important role in our ethical development as nurses. We are committed to demonstrating professional behavior in our roles both inside and outside of the School of Nursing.

Learning, teaching, and scholarship form the core of the academic community. In universities, these academic pursuits rely on reasoned discussion among students and faculty, respect for the learning and teaching processes, and intellectual honesty in the quest for knowledge. MMDSON students are called upon to commit themselves to furthering the academic achievement of the community by demonstrating conduct based on principles of responsibility, honesty, and respect for themselves, their fellow students, their patients, and MMDSON consistent with the American Nurses Association’s Code of Ethics. The student code of conduct assumes adherence to the rules and regulations of MMDSON. Each student is held accountable for maintaining personal integrity and, to the best of their ability, the integrity of the MMDSON community. To accomplish these goals, students acknowledge and affirm the following Code of Conduct:

1) Respect for the high ideals and rigorous standards of the academic life and professional responsibility
2) Honesty in all academic and personal endeavors
3) Respect for the generally accepted standards of the nursing profession, including its principles of confidentiality
4) Adherence to the rules and regulations of MMDSON
5) Conduct befitting an exemplary member of the MMDSON community
6) Commitment to behavior that appropriately represents the prestigious institution which we attend
   Examples:
   • Silence all phones and electronic devices before lectures begin
   • Avoid using lap tops computers for purposes other than educational or pertaining to class
   • Raise hands when appropriate during lecture and wait to be called on before speaking
   • Refrain from personal conversations and comments during lectures
   7) Assume responsibility for our own actions and are committed to personal growth into a professional role.
   Examples:
   • Avoid all acts of discrimination
   • Offer constructive feedback to faculty, staff, and other students
   • Conduct themselves in a manner that foster trust among peers, faculty, staff, and the wider community
   • Examine and discuss questions of interest and freely express opinions without judging others
   • Document and seek guidance from clinical setting that provides opportunity for further reflection and personal growth.
Utilize opportunities to enhance their communication and critical thinking skills
- Contribute to the development of the professional nursing curriculum

8) We are committed to enhancing and preserving the health of the community through education and awareness
   Examples:
   - Advocating for the nursing profession in the larger community
   - Support access to health resources for each other and for all members of the community
   - Promote and develop environment that respects human rights, values and choices, including cultural and spiritual beliefs

I have read and understand that I am responsible for the information and contents contained in this handbook and will abide by the policies set forth here.

Print Name

Date

Signature

Date
Appendix H: Learning Contract

Learning Contract

Check One:

☐ Action Plan  Or  ☐ Learning Contract

Student:

Faculty:

Date:

Beginning Date of Action Plan or contract:

Ending Date of Action Plan or contract:

Brief description of the problem(s):

I. Nature of the problem: Supportive evidence of problem:

☐ Absenteeism (Class/Clinical)
☐ Tardiness (Class/Clinical)
☐ Disruptive classroom or clinical behavior
☐ Unprepared for clinical
  1. Unsatisfactory plan for client care
  2. Had not researched client problems or medications

Unsafe clinical practice

1. Did not demonstrate mastery of basic skills
2. Could not calculate medication dosages, IV rates, heparin drips, etc.
3. Cannot communicate clearly in or understand English
4. Other

☐ Noncompliance with dress code, personal hygiene and appearance
☐ Deficiencies in Essential Behaviors as outlined in the Student Handbook. (see attached).
☐ Did not follow up on lab remediation recommendations
☐ Lacking in professional demeanor
☐ Written work deficit
☐ Health/BCLS/Malpractice requirements not complete
☐ Removal from clinical area by Agency
☐ Other
II. Requirements for overcoming the problems: (check all applicable)

☐ Improvement of study habits
☐ Seek counseling for personal issues
☐ Reduce outside work hours
☐ Improve writing skills
☐ Improve verbal and communication skills
☐ Must practice in college lab with faculty lab tutor or regular tutoring staff
☐ Other:

III. Contractual limitations/obligations:

☐ May not be late for or absent from clinical, lab, or class
☐ May not sleep during class
☐ Must be present in proper attire with appropriate equipment
☐ Must attend college laboratory remediation for the following:
□ Must come to clinical prepared with written care plan
□ Must attend counseling sessions for behavior issues
□ Must attend college writing lab and produce a satisfactory assignment
□ Must not administer meds without instructor being present.
□ Must provide appropriate documentation of current health/BCLS/malpractice requirements to School of Nursing before returning to clinical.
☐ Must have physical or psychological evaluation by health care professional
☐ Other:

IV. Other General Requirements or Comments:

V. Possible Consequences:

Initiation of Action Plan or Contract (circle one) Continuation of Action Plan or Contract (circle one)
Termination of Action Plan or Contract (circle one) Course Failure

Other:

VI. Signatures

After the development of the action plan or learning contract (circle one), the instructor(s) and student will sign below:

Signed (Student): Date:

Print Name:

Signed (Faculty): Date:
VII. Faculty notes on progress when an action plan or learning contract is instituted, the student and faculty should meet on a weekly basis to evaluate progress.

Date:

Note: Student

Initials Instructor

Initials

VIII. Outcomes

Action Plan:

Date of Evaluation _____

___Termination of Action Plan

___Continuation of Action Plan (initiate new form) Initiation of Learning Contract (initiate new form)

___Other:

Learning Contract:

___Date of Evaluation

___Termination of Contract

___Continuation of Contract (initiate new form) ___Course failure

___Other:

VIII. Signatures

Once outcomes of the action plan or learning contract have been met (circle one), designated faculty and the student will sign below:

Signed (Student): Date: Print Name:

Signed (Faculty): Date: Print Name:
Appendix I: Incident Report Form

Incident Report Form

Person Reporting Incident ________________________ Date/Time __________

Circumstances surrounding Incident

Who: (Person(s) Involved

What: (Type of Incident)

When (Date of Incident)

Where (site location):

Action Plan:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

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

Signature of Person Completing Form: ___________________ Date:___________

cc:

Director Student Affairs

Lead Course Faculty

Risk Management

Student File

Program Director

Clinical Coordinator
Appendix J: National Student Nurses’ Association, Inc.® Code of Ethics Part I: Code of Professional Conduct

The Code of Professional Conduct provides a high standard of behavior (guided by ideals and values) that is expected of students who participate in NSNA activities. The document introduces students to the principles of professional and personal conduct and prepares them to become involved in professional societies and associations. The Code of Ethics (when both parts are completed), taken in concert with the NSNA Student Bill of Rights and Responsibilities for Students of Nursing, provides comprehensive guidelines that set the tone for professional development.

As a member of the National Student Nurses’ Association, I pledge to:

• Maintain the highest standard of personal and professional conduct

• Actively promote and encourage the highest level of ethics within nursing education, the profession of nursing, and the student nurses’ association.

• Uphold all Bylaws and regulations relating to the student nurses’ association at the chapter, state and national levels, reserving the right to criticize rules and laws constructively, but respecting the rules and laws as long as they prevail.

• Strive for excellence in all aspects of decision-making and management at all levels of the student nurses’ association.

• Use only legal and ethical principles in all association decisions and activities.

• Ensure the proper use of all association funds.

• Serve all members of the student nurses’ association impartially, provide no special privilege to any individual member, and accept no personal compensation from another member or non-member.

• Maintain the confidentiality of privileged information entrusted or known to me by virtue of an elected or appointed position in the association.

• Refuse to engage in, or condone, discrimination on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, lifestyle, disability, or economic status.

• Refrain from any form of cheating or dishonesty, and take action to report dishonorable practices to proper authorities using established channels.
• Always communicate internal and external association statements in a truthful and accurate manner by ensuring that there is integrity in the data and information used by the student nurses association.

• Cooperate in every reasonable and proper way with association volunteers and staff, and work with them in the advocacy of student rights and responsibilities and the advancement of the profession of nursing.

• Use every opportunity to improve faculty understanding of the role of the student nurses association.

• Use every opportunity to raise awareness of the student nurses’ association’s mission, purpose, and goals at the school chapter level.

• Promote and encourage entering nursing students to join and become active in NSNA.

• Promote and encourage graduating seniors to continue their involvement by joining professional nurses’ associations upon licensure as registered nurses.

Adopted by the 1999 House of Delegates, Pittsburgh, PA, at the 47th Annual NSNA Convention.

References: American Society of Association Executives and the National Society for Fundraising Executives

**Professional Conduct Policy**

NSNA elected and appointed officials and candidates should be aware of the very public nature of their role during their candidacy and term of office. As NSNA representatives, you are expected to carefully consider how your interactions with the public will impact the NSNA, even when you are not at an NSNA function. Your actions as an NSNA representative are expected to be that of a reasonable and prudent student leader. As a representative to the organization you must hold yourself to a higher standard.

(NSNA Board of Directors, November 2007)
Appendix J-1: National Student Nurses’ Association, Inc. ® Code of Ethics Part II: Code of Academic and Clinical Conduct

® National Student Nurses’ Association, Inc. Code of Ethics

Part II: Code of Academic and Clinical Conduct

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we:

• Advocate for the rights of all clients.
• Maintain client confidentiality.
• Take appropriate action to ensure the safety of clients, self, and others.
• Provide care for the client in a timely, compassionate and professional manner.
• Communicate client care in a truthful, timely and accurate manner.
• Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
• Promote excellence in nursing by encouraging lifelong learning and professional development.
• Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
• Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
• Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
• Encourage faculty, clinical staff, and peers to mentor nursing students.
• Refrain from performing any technique or procedure for which the student has not been adequately trained.
• Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.

• Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.

• Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.

• Strive to achieve and maintain an optimal level of personal health.

• Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.

• Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.
Appendix J-2: CODE OF ETHICS FOR NURSES

CODE OF ETHICS FOR NURSES

ANA Code of Ethics


The Code of Ethics for Nurses

Provisions:

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 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 health care environments and conditions of employment conducive to the provision of quality health care 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 their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice and for shaping social policy.
Appendix K: Reasonable Accommodation Request Form

DEPARTMENT OF HUMAN RESOURCES
REASONABLE ACCOMMODATION REQUEST FORM

(To be completed by applicant or employee)

Reason for request:

Description of reasonable accommodation requested:

Date(s) of reasonable accommodation needed:

Name of Student: ________________________________
Address: ______________________________________
Phone Number: (Day) __________________________ (Evening) _______________________

________________________________________        __________________________
Signature                                          Date

Submit this request to your supervisor or to the Human Resources Department at least three (3) weeks prior to needed accommodation.
Appendix L: Sexual Harassment

Sexual Harassment

Charles R. Drew University views sexual harassment as a violation of Title VII of the Civil Rights Act of 1964. Sexual harassment will not be tolerated at the University. Such conduct is outlined as follows:

• Unwanted or offensive sexual flirtations, touching, advances, or propositions.
• Verbal abuse of a sexual nature.
• Unwanted or offensive graphic or suggestive comments about an individual's dress or body.
• Sexually degrading words to describe an individual.
• The display of sexually suggestive objects or pictures in the workplace.

If any student or employee encounters conduct believed to be inconsistent with University policy, he or she is urged to report the information immediately to the University’s Human Resources Office at (323)563-5827.

The University’s policy also prohibits all forms of harassment which are based on a person’s ethnicity, age, physical or mental disability, sexual orientation, or any other basis prohibited by federal, state, or local law.
Appendix M: Bullying

POLICY I.E. 00405 Bullying and Anti-Harassment

REFERENCES AND RELATED POLICIES

CDU - APM I.E. 00330 (Non-Discrimination in Employment) CDU – APM I.E. 00360 (Code of Conduct)

CDU – APM I.E. 00400 (Sexual Harassment)

CDU – APM I.E. 00410 (Violence in the Workplace)


CDU – Faculty Manual Revised 2011 (L. Sexual Harassment)

CDU – Faculty Manual Revised 2011 (VIII. Faculty Grievance and Complaints) CDU – Faculty Manual Revised 2011 (M. Non-Discrimination Policy) University Catalog 2011-2012 (Non-Discrimination)

University Catalog 2011-2012 (Student Conduct) University Catalog 2011-2012 (Sexual Harassment) University Catalog 2011-2012 (Student Responsibility) University Catalog 2011-2012 (Complaint Process)

The University has a zero tolerance policy for harassment, bullying, violent acts or threats of violence against staff, students, faculty, visitors, independent contractors, suppliers, and others doing business with the University. In addition, the University prohibits its staff, students, faculty, visitors, independent contractors, suppliers, and others doing business with the University from harassing Employees. The University is committed to providing a workplace, learning, study, and social environment free of harassment and bullying and which is healthy, conducive to productivity, comfortable, where the rights and dignity of all members of the campus community are respected. This includes staff, students, faculty, and visitors to the University.

The University expects all members of the university community to treat each other with respect, courtesy and consideration. All members of the university community have the right to expect professional behavior from others, and a corresponding responsibility to behave professionally towards others (refer to CDU – APM I.E. 00360 Code of Conduct, University Catalog 2011-2012 Student Conduct, and University Catalog 2011-2012 Student Responsibility).

A.  DEFINITIONS

Bullying is defined as mistreatment of a person that is deliberate, violates another person’s dignity, creating an intimidating, hostile, degrading, humiliating, or offensive environment for someone, hurtful and repeated, repeated oppression, usually psychological of a less powerful person by a more powerful person or group of persons and that prevents the person from performing his or her job (refer also to
Harassment is when a person subjects another to or engages in unwanted and unwarranted conduct which has the purpose or effect of violating that other’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for that other person. Harassment may involve repeated forms of unwanted and unwarranted behavior, but a one-off incident can also amount to harassment (refer also to CDU – APM I.E. 00410 Violence in the Workplace and CDU – Faculty Manual Revised 2011 I. Workplace Violence).

Harassment on the grounds of sex (including gender re-assignment), race, religion or belief, disability, sexual orientation or age may amount to unlawful discrimination [1] (refer to CDU – APM I.E. 00400 Sexual Harassment, CDU – Faculty Manual Revised 2011 L Sexual Harassment, University Catalog 2011-2012 Sexual Harassment, CDU – Faculty Manual Revised 2011 M. Non-Discrimination Policy, CDU I.E. 00330 Non-Discrimination in Employment, and University Catalog 2011-2012 Non-Discrimination). Harassment may also breach other legislation and may in some circumstances be a criminal offence, e.g. under the provisions of the Protection from Harassment Act 1997.

Reasonable and proper management instructions administered reasonably, or reasonable and proper review of a member of staff’s or a student’s work and/or performance will not constitute harassment or bullying.

Behavior will not amount to harassment if the conduct complained of could not reasonably be perceived as offensive. The intention or motives of the person whose behavior is the subject of a complaint is not conclusive in deciding if behavior amounts to harassment or bullying. Bullying can take many forms and can include but are not limited to:

- Slander
- Offensive comments or body language
- Name Calling
- Yelling
- Comments about appearance or lifestyle
- Insulting, abusive, embarrassing, teasing, or patronizing behavior or comments
- Verbal threats or intimidation
- Unfair, humiliating, intimidating, and/or demeaning criticism
- Ignoring
• Open hostility and/or aggression
• Physical threats/assaults
• Hitting, punching, shoving
• Deliberately undermining a competent person by overloading with work
• Unreasonable work assignments
• Menial task assignments
• Gossiping
• Spreading rumors
• Leaving people out on purpose; isolating from normal work or study place, conversations, or social events
• Publishing, circulating or displaying pornographic, racist, sexually suggestive or otherwise offensive pictures, language, or other materials
• Unwanted physical contact, ranging from an invasion of space (personal or otherwise) to a serious assault
• Breaking up friendships
• Cyberbully: using the internet, mobile phones or other digital technologies to harm others.

Many of these examples of behavior may occur through the use of the Internet, email, social networking sites, or telephone. All of the examples above may amount to bullying, particularly when the conduct is coupled with the inappropriate exercise of power or authority over another person. Being under the influence of alcohol, illegal drugs or otherwise intoxicated is not an excuse for harassment, and may be regarded as an aggravating feature.

B. RETALIATION

Charles R. Drew University prohibits retaliation against any employee or person for bringing a complaint of discrimination, bullying, or harassment pursuant to this policy. This policy also prohibits retaliation against a person who assists someone with a complaint of discrimination, bullying, or harassment, or participates in any manner in an investigation or resolution of a complaint of discrimination, bullying, or harassment.

Retaliation occurs where a person is subjected to detrimental treatment because she or he has, in good faith, made an allegation of bullying or harassment, or has indicated an intention to make such an allegation, or has assisted or supported another person in bringing forward such an allegation, or
participated in an investigation of a complaint, or participated in any disciplinary hearing arising from an investigation.

The University seeks to protect any member of the university community from retaliation arising as a result of bringing a complaint or assisting in an investigation where they act in good faith. Retaliation is a form of misconduct which may itself result in a disciplinary process.

C. COMPLAINTS

Information regarding applicable policies and procedures for resolving complaints of discrimination, bullying, and harassment and for pursuing available remedies is available in HR, Students Affairs, or Academic Personnel (refer to CDU – APM I.E. 00640 Grievance and Complaint Process, CDU – Faculty Manual Revised 2011 VIII Faculty Grievance and Complaints, and University Catalog 2011-2012 Complaint Process).

D. MALICIOUS COMPLAINTS

If a complaint is judged to be malicious; or if the complainant knew or could reasonable have been expected to know that the complaint was unfounded, disciplinary action may be taken against the complainant; however, such action will not be taken if a complaint which proves to be unfounded is judged to have been made in good faith.

E. CONFIDENTIALITY

All information concerning allegations of bullying and harassment must and will be treated in the strictest confidence and breaches of confidentiality may give rise to disciplinary action. All parties involved in a complaint (including any witnesses who may be interviewed as part of any investigation) should maintain the confidentiality of the process (refer to CDU – APM I.E. 00640 Grievance and Complaint Process, CDU – Faculty Manual Revised 2011 VIII Faculty Grievance and Complaints, and University Catalog 2011-2012 Complaint Process).

PROCEDURE I.E. 00405 Bullying and Anti-Harassment

For the purposes of this procedure, “harassment” is taken to include bullying and victimization. Incidents of harassment that occur within the University environment will normally be dealt with under the appropriate University procedure.

The references in this procedure to the “Department Head” should be taken to mean the head of the department, department chairman, head of division, head of a school, or their equivalent or the person to whom any of these has formally delegated his/her responsibility.

A. COMPLAINTS INVOLVING STUDENTS

1. Complaints of bullying or harassment against students which arise within the University environment will normally be dealt with under the appropriate University and student policy and procedures.
2. Other complaints of bullying or harassment against students may be considered by the Provost’s Office under Student Affairs refer to University Catalog 2011-2012).

3. Advice may be sought from the Provost’s Office if the subject of the complaint is a student.

B. COMPLAINTS INVOLVING UNIVERSITY STAFF

1. Any complaints against University staff relating to supervision will be dealt with under University policy and procedures.

2. The procedure below applies in all cases where the person who is the subject of the complaint is a member of University staff on campus (refer to CDU – APM I.E. 00640 Grievance and Complaint Process).

C. COMPLAINTS INVOLVING UNIVERSITY FACULTY

1. Any complaints against University faculty relating to college teaching or supervision will be dealt with under University and faculty policy and procedures.

2. The procedure below applies in all cases where the person who is the subject of the complaint is a member of University faculty on campus (refer to CDU – Faculty Manual Revised 2011 VIII. Faculty Grievance and Complaints).

D. COMPLAINTS INVOLVING VISITORS TO CAMPUS

1. Any complaints against University visitors will be dealt with under University policy and procedures.

2. The procedure below applies in all cases where the person who is the subject of the complaint is a University visitor on campus.

E. INITIAL ACTION

An individual who feels that she/he is being harassed in the course of their University activities such as work, studies, or university leisure activities may feel able to approach the person in question to explain what conduct she/he finds upsetting, offensive or unacceptable and ask that person to refrain from that behavior. Such an informal approach may be all that is required to resolve the issue. The University does not wish to be prescriptive as to the form of any such action that the complainant or the person who is the subject of the complaint may wish to make.
If the complainant is unable or reluctant to approach the person complained against, she/he may approach his/her immediate supervisor, departmental administrator, department head or equivalent to ask for help in achieving a resolution of the problem. Human Resources, Students Affairs, Provost’s Office, Office of the Dean, Academic Affairs, or Public Safety will also be available to advise and assist.

F. COMPLAINTS PROCEDURE

1. If informal action does not succeed in resolving the situation, or would not be appropriate given the nature of the complaint, the complainant should make a written complaint to his/her department head or,

2. If the complainant feels it is not appropriate to approach that person, the relevant head of division.

3. If any of the parties considers that the department head has a conflict of interest in the complaint, the complaint may be referred to the head of division.

4. In cases where it is not immediately clear to whom a complaint should be addressed, advice and/or complaint filed with:
   a. Human Resources
   b. Student Affairs
   c. Office of the Dean
   d. Provost’s Office
   e. Academic Personnel
   f. Public Safety

5. The complainant should set out as clearly and succinctly as possible:
   a. The nature of the behavior that she or he is concerned about;
   b. The effect of this behavior on him/her; and
   c. The resolution she/he is seeking.
   d. Dates and details of any witnesses to any incidents referred to in the complaint, together with any documentary evidence.
   e. Explain what attempts, if any, have been made to resolve the difficulties and the outcome she/he is seeking.
6. A copy of all written complaints should be sent to the Chief Human Resources Officer, Public Safety, and the Risk Manager for information.

Every effort will be made to achieve a prompt resolution to the complaint – the aim being to conclude the complaint within a reasonable period of time. Both the complainant and the person who is the subject of the complaint will be expected to co-operate with the University in achieving that result.

There may be circumstances in which an aggrieved party is not willing, or able, to make a formal complaint but the department head considers that the implications for the aggrieved person or others actually or potentially affected are serious. In this case, the department head will consult the:

1. Chief Human Resources Officer in the Department of Human Resources (Staff and Faculty),
2. Chief Operating Officer in the Office of the President (Staff, Students, and Visitors),
3. President in the Office of the President (Staff, Faculty, Students, and Visitors), or
4. Provost in the Office of the Provost (Students and Faculty) who may initiate an investigation and make a decision of further action on the basis of such evidence as is available.

G. ACTION BY THE DEPARTMENT HEAD ON RECEIPT OF A COMPLAINT

On receipt of a complaint, the department head (or his/her nominee) will in consultation with Human Resources or Office of the Provost take such steps as she/he thinks necessary or appropriate to understand the nature of the complaint and the outcome sought including:

1. Informing the person against whom a complaint has been made of the allegations against him/her;
2. Meeting separately with the complainant and the alleged;
3. Speaking to other relevant people on a confidential basis; and/or
4. Obtaining further relevant information.
5. The department head will then decide how to proceed and will inform the parties in writing.
6. She/ he may make such enquiries as are necessary to determine the complaint, or may commission an investigation.

H. INVESTIGATION

The purpose of an investigation is to establish the relevant factual evidence in connection with the allegation(s) made by the complainant. As a general rule, the investigator should not have had previous
involvement with the issues in the case. The investigation should be concluded as soon as is reasonably practicable.

1. The investigator will prepare a report and make recommendations on possible courses of action.

2. The department head will inform the complainant and the person who is the subject of the complaint in writing of the conclusions she/he has reached having reviewed the evidence, including any investigation report of the action the department head intends to take; and of the reasons for any such action.

3. The head of department will also inform any other parties who have been asked to participate in an investigation that the investigation has been concluded.

I. POSSIBLE OUTCOMES OF A COMPLAINT

Depending on the nature of the complaint and the evidence found, including the findings of any investigation report, the department head, in consultation with Human Resources or the Provost’s Office, will either:

1. Take no further action, other than, where appropriate, implementing or suggesting steps that would help to restore reasonable working relationships between the parties. This approach will usually be appropriate where the claim(s) of bullying or harassment are considered to be unfounded and where there is a continuing relationship between the parties.

2. Initiate resolution of the issues (e.g. by requiring that certain individuals undergo specific training or implementing practical arrangements to improve working relationships).

3. If a successful resolution is achieved the case will be closed, but the situation will be monitored for an appropriate period. This approach will usually be appropriate where the evidence does not support a claim of harassment but it is clear that either party has demonstrated behaviors that are likely to lead to further issues between them if unresolved or, alternatively that there are structural issues within a department that require management attention.

4. Institute disciplinary proceedings where the department head is reasonably satisfied that there is sufficient evidence to support allegations of bullying or harassment of a sufficiently serious nature as to merit disciplinary action. Such proceedings may include investigatory leave, suspension, termination, and/or expulsion from the University.

5. In rare cases disciplinary action may be instituted against the complainant if the department head is satisfied that the complaint of bullying or harassment is unfounded and not made in good faith.
Applicability: All Staff, Faculty, Students, and Visitors

1. Harassment and bullying may occur not only on grounds of characteristics or perceived characteristics of the recipient of the behavior but also on grounds of the characteristics or perceived characteristics of a person associated with him or her.
Appendix N: Grievance Form

Mervyn M. Dymally School of Nursing (MMDSON)

Charles R. Drew University

Person Disposition

Final Decision
Appendix O: FERPA

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. They are:

(1) The right to inspect and review their education records within 45 days of the date that an appropriate University official receives a written request for access.

Students shall submit to the Dean or other appropriate University or school official written requests that identify the record(s) they wish to inspect.

(2) The right to request the amendment of education records that the student believes is inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They shall write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University or acting in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); an administrator or faculty member from an institution with which CDU has an academic or clinical affiliation who has legitimate educational interest; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University discloses education records without consent to officials of another school in which a student is, seeks, or intends to enroll.
CDU reserves the right to release directory information without prior written consent of a student unless notified in writing to the contrary. The following items are considered by CDU as Directory Information: name, date and place of birth, addresses (including electronic), phone numbers, filed(s) of study or program(s), dates of attendance, participation in officially recognized activities, degrees, awards and honors received, previous schools attended, photographs, internship, residency or other post-completion placements.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202-4605
Appendix P: NCLEX

NCLEX INFORMATION

Application for Licensure – This process can be accessed on the California Board of Registered Nursing website (BRN) at http://www.m.ca.gov/ and clicking on the link entitled “Licensing and Examination”. This is the application you will need to fill out in order for you to take the NCLEX (RN Licensure Exam) after the 5th semester of the program. Students can registered for a test date as soon as the last third week of the 5th semester.

Students need to:

• Create Profile on BreEZe

• complete the online examination Applicant identification process

• Live scan requires

• Transcript Request form needs to be completed by the student and Registrar Office. Students need to request their transcripts at https://www.iwantmytranscript.com/cdrewu. The transcript Request form will be accompanied with the official transcript that has been ordered online by the student.

After receiving your RN license, students can apply for Public Health Nurse Certification.