

**ENTRY LEVEL MASTER OF SCIENCE IN
NURSING (ELMSN) DEGREE PROGRAM**

STUDENT HANDBOOK

CLASS OF 2024

Disclaimer

This Student Handbook will be your primary source of information for the Program. The Program will expect you to refer to it prior to asking or emailing a question. The Program reserves the right to modify this handbook during enrollment.

UNIVERSITY OF THE PACIFIC, ELMSN PROGRAM
Student Handbook

SECTION 1 – GENERAL INFORMATION	4
ACCREDITATION.....	4
NURSING PROGRAM	5
STUDENT LEARNING OUTCOMES.....	11
PROGRAM TECHNICAL STANDARDS.....	12
SECTION 2 – ELMSN PROGRAM POLICIES AND PROCEDURES.....	50
ATTENDANCE POLICIES.....	26
CLINICAL POLICIES	28
CLASSROOM POLICIES.....	32
TUITION AND FEES.....	35
PROFESSIONAL LIABILITY INSURANCE	36
COMMUNICATION POLICIES.....	38
STUDENT SUPPORT	39
SECTION 3 – GENERAL AND PROGRAM INFORMATION.....	41
REQUIRED MATERIALS AND SUPPLIES.....	48
SECTION 4 – PACIFIC STUDENT CONDUCT AND HONOR CODE.....	51
CONDUCT STANDARDS	51
SECTION 5 – DISABILITY SERVICES	53
SECTION 6 – STUDENT SAFETY AND HARASSMENT.....	54
CRIME AWARENESS AND ON/OFF-CAMPUS SECURITY	54
HARASSMENT	55
SECTION 7 – SOCIAL MEDIA POLICY	57
SECTION 8 – EXAM PROTOCOL AND EXAM INTEGRITY.....	60
EXAMINATION INTEGRITY POLICY.....	63
SECTION 9 – COURSE GRADING AND ENROLLMENT STATUS	65
COURSE GRADING.....	65
SECTION 10 – STUDENT ASSESSMENT AND GRADING	69
METHODS OF STUDENT ASSESSMENT/EVALUATIONS.....	69
ASSESSMENT GRADING DURING CLINICAL PRACTICUM.....	70
SECTION 11 – PROFESSIONAL CODE OF CONDUCT	71
CONSEQUENCES FOR CODE OF CONDUCT VIOLATIONS	75

SECTION 12 – ACADEMIC AND PROFESSIONAL PROGRESS 77

ACADEMIC AND PROFESSIONAL PROGRESS..... 77

STUDENT PROGRESS COMMITTEE AND REVIEW PROCESS..... 77

ACADEMIC STANDING 78

DISMISSAL 84

SECTION 13 – GRIEVANCE POLICY AND PROCEDURE 86

ACADEMIC GRIEVANCE POLICY 86

INFORMAL (PROGRAM LEVEL) GRIEVANCE RESOLUTION PROCESS..... 87

APPEAL PROCESS FOR PROGRAM DISMISSAL 88

SECTION 14 – GRADUATION REQUIREMENTS 90

STUDENT HANDBOOK SIGNATURE SHEET 91

SECTION 1 GENERAL INFORMATION

Introduction

This Student Handbook contains policies and requirements that govern academic performance and student conduct for students enrolled in the Entry Level Master of Science in Nursing Program within the School of Health Sciences at the University of the Pacific. It is the responsibility of all students to be knowledgeable about Program, School and University policies. Students are advised to refer to University resources for additional information and material when referenced. These policies will be applied to all aspects of the student's academic progress and personal conduct for as long as the student is enrolled. Some policies are unique to the Program and are designed to promote standards for academic competence, professional discipline and personal responsibility. The Program reserves the right to outline policies and requirements more stringent than University policy. They represent the parameters of achievement and professional behavior the faculty expect of all nursing students.

The Program and the University reserve the right to make changes at any time in this Handbook or in the requirements for admission, graduation, tuition, fees, and any rules or regulations. The University maintains the right to refuse to enroll or matriculate a student deemed by the faculty to be academically unqualified for the program.

Non-discrimination Policy

It is University policy to admit qualified students irrespective of race, age, gender, color, creed, national origin, religion, sexual orientation, or disability. To be considered for admission to any program offered by the University, the student must possess the academic credentials and professional attributes deemed essential by the respective program admissions committee for admission to the program.

ACCREDITATION

University of the Pacific

The University of the Pacific is fully accredited by the WASC Senior College and University Commission (WSCUC). WSCUC reaffirmed Institutional Accreditation in June 2019. The next accreditation review is scheduled for 2027.

Nursing Program

The University of the Pacific's Entry Level Master of Science in Nursing (ELMSN) Program has been approved by the CA Board of Registered Nursing (BRN) to begin the program in 2022.

The University of the Pacific's Entry Level of Science in Nursing (ELMSN) Program has begun the process of requesting New Applicant status from The Commission on Collegiate Nursing Education (CCNE), a professional accrediting body for nursing. New applicant status signifies an affiliation with CCNE; it is not a status of accreditation.

NURSING PROGRAM

Mission

The **mission** of the Master of Science in Nursing Program at the University of the Pacific is to provide students with a superior, competency based, learner-centered educational experience that will prepare graduate professional nurses to care for individuals, families, and populations while engaging in collaborative partnerships to improve patient-centered care and population health outcomes.

The nursing department fosters a safe and respectful environment that encourages life-long learning for faculty, staff and students. Thus, faculty and staff subscribe to a student-centered environment to position a diverse population of students to be active participants in the learning experience.

Vision

Pacific's graduate nursing programs will seek to be recognized in the region and beyond for innovative and forward-thinking curriculums that advance nursing practice and improve healthcare systems that lead to improved healthcare outcomes for our populations.

Values (University of Pacific & Nursing)

The nursing program's values align with those of the University and include:

Leadership – advanced professional nurses practicing at the full scope of their practice are essential to advance healthcare, population health and healthcare reform.

Innovation – the future of healthcare requires new thinking, competencies, and inter-professional collaboration to improve complex systems of care in all settings.

Collaboration – interdisciplinary collaboration enhances the capacity of others for mutual benefit. A common purpose is achieved by sharing resources, responsibilities and goals to enhance and improve patient-care outcomes.

Compassion – compassion and humanism are a core value of nursing and an organizing thread of the curriculum. The recipients of compassionate care are

complex beings influenced through genetic, biological, behavioral, cultural, socio-economic, and environmental factors.

Program Goals

- Prepare competent nursing professionals to deliver patient-centered care who engage in improving systems of care to improve healthcare outcomes of clients, families and the communities they serve.
- Advance the scholarship of nursing.
- Lead and collaborate with interdisciplinary teams to address population health needs.
- Apply quality improvement principles in care delivery.
- Prepare nurse leaders to effectively lead innovation and change across multiple healthcare settings.

Philosophy of Teaching and Professional Nursing Education

Learning is an active experiential process that is dynamic and continuous to promote life-long learning. Thus, faculty believes that teaching is a deliberate endeavor to guide learning to meet expected learning outcomes. Faculty serve as experts, facilitators, coaches and mentors. Together students and faculty co-create a milieu of respectful questioning, mutual growth and evaluation. Faculty view students as self-directed learners who seek to excel, who are reflective, respectful and who demonstrate a willingness to participate in active engagement.

Evidence-based research and competency-based educational strategies are needed to advance the practice of nursing. It is the belief of the faculty that nursing education must prepare not only knowledgeable graduates, but competent graduate nurses to be accountable to society (AACN's Vision for Academic Nursing, 2019). Therefore, nursing must encompass the larger context of the healthcare system and participate in economic solutions.

Philosophy of Nursing

The philosophy of the program is guided by the "Core Concepts for the Professional Nurse." These concepts have been identified in the newly revised Educational Standards (Domains) for entry-level nurses (BSN, ELM) and graduate nurses MSN and DNP (AACN, April 2021). The membership of American Association of Colleges of Nursing (AACN) finds these professional nursing concepts cannot be found in a unique course but rather are embedded throughout the curriculum as overarching concepts that are essential for preparation of the professional nurse. Therefore, these concepts serve as a conceptual framework for the program.

Professional Nursing Conceptual Model

Faculty have identified these professional nursing core concepts and the related Quality and Safety in Nursing (QSEN) competencies to be foundational for the profession of nursing. These concepts guide the curriculum/faculty and provide clarity to the professional expectations of the prospective graduate. These concepts permeate through multiple courses and serve as curricular threads and are embedded in the Program Learning Outcomes.

- Person-centered humanistic care. *Patient Centered Care**
- Competence in clinical judgements which are based on knowledge, evidence, intuition, the nursing process, critical thinking and clinical reasoning. *Safety**; *Evidence-Based Practice**
- Evidence-based nursing practice to deliver optimal health care to improve systems of care. *Evidence-Based Practice**; *Quality Improvement**
- Effective communication with patients, families, and all members of the healthcare team. *Teamwork and Collaboration**; *Informatics**; *Quality Improvement**
- Embraces diversity, equity, and inclusion when caring for patients, families and populations. *Patient Centered Care**
- Ethical nursing practice that respects a person's right for autonomy, beneficence, non-maleficence, and justice. *Patient Centered Care**
- Advocacy for patients, populations, and the profession. *Quality Improvement**, *Teamwork and Collaboration**

*Refers to QSEN competencies

The Nursing Metaparadigm Concepts

Further, the faculty of the ELMSN Program further define the Nursing Metaparadigm concepts of Nurse, Client, Health, and the Environment that provide clarity to the philosophy.

Philosophy of the Nurse

Faculty view nursing as a scientific discipline that draws upon the natural and social sciences, humanities, and nursing science for its theory as a foundation for practice. Through research and scientific inquiry, nursing continues to build its knowledge base to advance nursing practice. The nursing process of assessment, diagnosis/outcome identification, planning, implementation, and evaluation serves as the foundation for critical thinking and clinical reasoning to assure clinical judgment and decision-making are directed to maximize the functional status of the client. Further the nurse is guided by the science, best evidence, and best practices to achieve positive outcomes

for the client. The systematic use of the nursing process results in complex clinical judgements based on accurate data and knowledge to optimize client outcomes.

Philosophy of Health

Health is viewed as a state of wellness that include physical, environmental, emotional, social, spiritual, and mental factors in which disease and infirmity are absent. Additionally, if these components are integrated and “whole,” the individual has the potential for maximum wellness to function optimally in an ever-changing environment. Health is a continuum and clients continually interact and adapt to internal and external stressors. Faculty feel individuals who take responsibility for health promoting behaviors can positively impact their health and reduce disease burden (prevention),

Philosophy of the Client

The “client” of nursing care can include individuals, families and populations across the lifespan within a community or healthcare setting. Clients are unique and influenced by genetic factors, spiritual beliefs, education, occupation, socio-economic, environmental factors, cultural and ethnic membership, all of which interact with human development. The client is viewed as an “open system” that interacts with, is part of, and influences other systems. Therefore, the social determinants of health can positively or negatively impact the health of the client.

Faculty believes in the integrity, dignity, and worth of the person as a goal-directed human being. Faculty are motivated to provide person-centered care that is just, equitable, respectful, and values the client’s right for self-determination by including them in decisions relating to their health.

Philosophy of the Environment

The environment is composed of the external elements and systems that influence the development and health of clients within their community. The environment may be conceptualized as human, social, political, economic, geographic and physical factors that influence each other. Society is a network of dynamic relationships that links individuals to other systems, such as family, other individuals, groups, communities, the nation, and the planet.

Program Learning Outcomes Guided by American Association of Colleges of Nursing (AACN) Educational Domains and Essentials

The proposed curriculum incorporates the Essentials of Nursing Education (2021) and the state requirements for RN licensing by the Board of Registered Nursing (BRN).

The curriculum incorporates the ten domains. The Domains are not discrete courses as many courses will include multiple Domains. Enriched pedagogical tools and clinical experiences provide opportunities for students to be successful to achieve competency. Competency assessments can include multiple choice examinations, individual and group projects, practical examinations (clinical skills), standardized patient encounters, simulated learning (simulation) and faculty and preceptor formative and summative evaluations.

To meet the new AACN educational standards, the ELMSN curriculum will incorporate additional educational content in these content areas: population health, advanced pharmacology chronic disease, care coordination, etc., to better meet the healthcare needs of clients, families, and our communities. An additional charge to the AACN task committee, who developed the new educational standards, is a shift in nursing education pedagogy from knowledge based to competency based.

Research supports that competency-based learning engages learners to be:

- Critical thinkers who demonstrate clinical reasoning and judgement,
- Life-long learners,
- Engaged in imagination and creativity,
- Digitally literate,
- Professionally accountable.

The shift to competency-based education is a shared goal for all healthcare disciplines (Englander et.al. 2013). These goals are aligned to better meet and improve healthcare outcomes for individuals, families, and communities.

As well, the National Council for State Boards of Nursing (NCSBN) will launch a new NCLEX exam in Spring 2023, which the ELMSN graduates will be required to take. The New Generation NCLEX exam (NGN) will focus on clinical judgement as well as knowledge. Students will need to demonstrate clinical reasoning through case studies. Therefore, the curriculum has been developed to meet the new national standards and to incorporate New Generation NCLEX testing to better prepare students for licensure.

Further, the ELMSN curriculum also meets the accreditation requirements, as established by the Commission on Collegiate Nursing Education (CCNE, 2017; 2018). Following BRN approval (June 2021) the program will seek CCNE accreditation in 2023 to assure that students will graduate from an accredited program.

The recently released American Association of Colleges of Nursing Educational Domains for Professional Nursing have eliminated the three levels of Nursing Essentials (Baccalaureate of Science in Nursing, Master of Science in Nursing and the Doctor of Nursing Science) to two levels of practice. These new standards “will revision nursing for the future.” These two levels are referred to as Level 1: Entry into Practice and Level 2: Advanced Professional Practice.

Domains- Educational Standards

Domain 1: Knowledge for Nursing Practice

- Descriptor: integration, translation, and application of establishing an evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Domain 2: Person-Centered Care

- Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge and guides nursing practice regardless of specialty or functional state.

Domain 3: Population Health

- Descriptor: Population health spans the healthcare delivery continuum from public prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcome.

Domain 4: Scholarship for Nursing Practice

- Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Domain 5: Quality and Safety

- Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Inter-Professional Practice

- Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the health care experience, and strengthen outcomes.

Domain 7: System's Based Care

- Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

Domain 8: Information and Healthcare Technologies

- Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Domain 9: Professionalism

- Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.

Domain 10: Personal, Professional, and Leadership Development

- Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and supports the acquisition of nursing expertise and assertion of leadership.

ELMSN students participate in both pre-licensure and post-licensure coursework culminating in a Master of Science in Nursing Degree. Level 1 Domains guide the curriculum.

STUDENT LEARNING OUTCOMES

Upon successful completion of the ELMSN Program the student will:

1. Integrate, translate, and apply evidence and evolving evidence from nursing and other academic disciplines to inform clinical judgment and innovation into nursing practice in diverse healthcare settings. **Domain 1, 4**

2. Demonstrate person-centered care that is holistic, just, respectful, compassionate and reflects the differences, values, needs, and preferences of the patient as a full partner in their care. **Domain 2**
3. Integrate clinical prevention, health promotion, and population health knowledge in the planning, design, management and evaluation of health care services for individuals, families, and aggregate populations. **Domain 3**
4. Generate, synthesize, translate, apply and disseminate research and evidence to advance patient outcomes and improve health care systems. **Domain 4, 5**
5. Analyze organizational and systems of care and use quality improvement science strategies, tools, methods, and performance measures to improve safety and outcomes of patients and care systems. **Domains 4, 5, 6, 7, 8**
6. Engage in relationship centered leadership to build and sustain collaborative inter-professional teams to optimize care, enhance the experience, improve outcomes, and reduce costs. **Domains 6, 7, 10**
7. Integrate meaningful data obtained from information and healthcare technologies to monitor, manage, and improve the delivery of nursing and healthcare services in accordance with best practices. **Domain 5, 8**
8. Participates in the health policy and development process and employs advocacy strategies to influence health and healthcare. **Domains 3, 7, 9, 10**
9. Formulate and cultivate a professional nursing identity that is accountable to patients, society, and the profession. **Domains 9, 10**
10. Incorporate advanced knowledge and competencies into professional nursing practice to improve healthcare outcomes at the individual, populations, or systems level. **Domains 1, 2, 3, 7.**

PROGRAM TECHNICAL STANDARDS

The student must be able to achieve and maintain certain technical standards of knowledge and skill to successfully complete the ELMSN Program. The technical standards in this document apply to satisfactory performance in all academic and clinical course work, as well as fulfillment of non-academic essential functions of the curriculum involving physical, cognitive, and behavior factors that are essential to a professional nurse.

More specifically, a student in the Nursing Program must have adequate abilities and skills in the following five areas: 1) Observation; 2) Communication; 3) Sensory and Motor Function; 4) Intellectual, Conceptual, Integrative, and Quantitative Abilities; and 5) Behavioral and Social Attributes.

1. **Observation:** A student must be able to observe a patient accurately at a distance and close at hand to assess patient cues and data (e.g., respiratory

effort, gait, posture, appearance). Observation necessitates the functional use of the sense of vision and other sensory modalities. A student must be able to integrate all information visually and through the other senses.

2. **Communication:** A student must be able to communicate effectively, sensitively, and rapidly in English with patients, family members, and members of the health care team. A student must be able to elicit information from patients, perceive nonverbal communications, and describe changes in mood, activity and posture. Communication also must demonstrate respects for individuals and populations to embrace diversity, equity, and inclusivity. Communication includes not only speech, but non-verbal communication, writing, reading, interpreting tables, figures, graphs and computer literacy.
3. **Sensory and Motor Function:** The student must have sufficient sensory and motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. The student will be required to coordinate both gross and fine muscular movements, equilibrium, and functional use of the senses of hearing, touch and vision. More specifically, the student must be able to exercise such fine motor skills as to adequately perform laboratory tests, procedural skills, perform required general nursing care and emergency treatments. The student must exercise such level of dexterity, sensation and visual acuity as to accurately complete such processes as administering intravenous medication, making fine measurements of angles and size, measuring blood pressure, respiration and pulse, performing physical examinations, and performing therapeutic procedures and standardized procedures. The student must be able to hear sufficiently to accurately differentiate percussive notes and auscultatory findings, including but not limited to, heart, lung, and abdominal sounds, as well as discern normal and abnormal findings using instruments such as stethoscopes, sphygmomanometers, and physiological monitoring devices. A student must be able to transport himself or herself in a manner which provides timely response in both general and emergency care situations. Moving patients and engaging in some procedures such as CPR will require a necessary level of strength.
4. **Conceptual, Integrative and Quantitative Abilities:** A student must have the intellect necessary to quickly analyze situational and clinical problems to formulate appropriate judgements and interventions. These intellectual abilities include numerical recognition, measurement, calculations, reasoning, analysis

judgment and synthesis. The student must be able to identify significant findings from the patient's history, the physical examination and laboratory data, provide a reasoned explanation for likely diagnoses, and choose appropriate medications, nursing interventions, and therapy. The ability to incorporate new information from many sources in formulating diagnoses and plans is essential. Diagnostic reasoning and clinical judgment in patient assessment, diagnostic and therapeutic planning is primary. When appropriate, students must be able to identify and communicate the limits of their knowledge to others.

5. **Behavioral and Social Attributes:** A student must possess the emotional health required for full use of his or her intellectual abilities, exercise good judgment, and the prompt ability to care for patients and aggregates. The development of mature, sensitive effective and professional relationships with patients and members of the health care team is essential. Students must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, inclusivity, interpersonal skills, interest and motivation are all personal qualities that are desired in a health professional and assessed during admissions and throughout the education program.

6. **Ethical Standards:** A student must demonstrate the ability to reason morally and practice nursing in a professional ethical manner. This includes all practice and academic settings working with patients, families, aggregate, community populations, faculty, peers, and all members of the healthcare team. Ethical standards further guide nursing practice to provide equitable care, embrace inclusivity, and value diversity of our clients. Professional nursing practice is held to a high standard as outlined by the American Nurses Association Code of Ethics with interpretive statements (ANA, 2015).

The University of the Pacific will provide reasonable accommodations to students with disabilities otherwise qualified to complete the essential functions of the curriculum. However, such essential functions must be completed by the student in a reasonably independent fashion. The safety and welfare of a patient shall never be put in jeopardy because of an effort to reasonably accommodate a disability.

Academic Year

The ELMSN curriculum has a twelve-month academic calendar with three semesters. The ELMSN program admits twice a year (August and January).

Fall: August – December. Spring: January – April. Summer: April – August.

Orientation

During orientation, students are required to bring their laptop to verify connectivity and virus protection and attend all learning sessions. Students will be provided with an overview of the curriculum, academic policies, and student resources. Students will attend an American Psychological Association (APA) 7th ed. (2020) workshop as students are required to use APA format for all scholarly submissions.

Students are required to submit all required compliance documentation one month prior to matriculation. Students will upload all required compliance documentation to a platform called Exxact.

Instructional Design

The program uses educational and instructional learning theories that emphasize outcome competencies as the desired goal. Select courses in year two (Master of Science courses) may be hybrid or on-line. Each course provides weekly and/or module learning objectives, content, learning activities, and evaluation and grading criteria. Each trimester ranges between 14-16 weeks in length. Learning activities include lecture, discussions, small group assignments, clinical skills training, simulation, clinical practice experiences, quizzes, exams, case presentations, scholarly written papers, and reflective journaling.

All students will complete an evidence-based clinical improvement project as a culminating experience. This scholarly paper will assist the student to integrate and synthesize new learning.

Curriculum Overview

The accelerated two year 90-unit graduate program can be completed in 6 semesters (3 semesters a year). Upon completion of the program, graduates are eligible to sit for the NCLEX exam for RN licensing, obtain a Public Health Certificate and a Master of Science in Nursing degree.

Students will engage in campus-based classes, clinical skills and simulation laboratory experiences and complete 900 clinical hours (20 units) in Program approved clinical agencies. Supervised clinical experiences to meet the BRN requirements include Medical Surgical Nursing (Adult/Gero), Pediatric Nursing, Maternal Child, Mental Health, and Public Health Nursing.

The ELMSN Program prepares students to meet society's need for professional nurses who think critically and exercise leadership in providing competent nursing care.

Program of Study (ELMSN)

First Year, Semester One		
Clinical Fee		
Course	Title	Credit Hours
Nurs 200	Pathophysiology	3.00
Nurs 202	Professional Nursing	1.00
Nurs 204A	Health Assessment	4.00
Nurs 206	Pharmacology	3.00
Nurs 208A	Nursing Fundamentals	3.00
Nurs 208B	Nursing Fundamentals Lab/Practicum	2.00
Semester Total:		16.00
First Year, Semester Two		
Clinical Fee		
Course	Title	Credit Hours
Nurs 210	Health Promotion and Disease Prevention	2.00
Nurs 212 A	Nursing of Adults and Older Adults I	4.00
Nurs 212B	Clinical Practicum: Nursing of Adults and Older Adults I	3.00
Nurs 214A	Mental Health Nursing Care	3.00
Nurs 214B	Clinical Practicum: Mental Health Nursing Care	2.50
Semester Total:		14.50
First Year, Semester Three		
Clinical Fee		
Course	Title	Credit Hours
Nurs 216A	Nursing of Adults and Older Adults II	4.00
Nurs 216B	Clinical Practicum: Nursing of Adults and Older Adults II	3.00
Nurs 230	Informatics and Technology in Health Care	3.00
Nurs 220A	Nursing Care of Children	3.00
Nurs 220B	Clinical Practicum: Nursing Care of Children	3.00
Semester Total:		16.00
Second Year, Semester Four		
Course	Title	Credit Hours
IPE 30	IPE Practice # 1	
Nurs 222	Evidence-Based Research in Health Care	3.00
Nurs 224	Leadership and Management in the Clinical Setting	3.00
Nurs 226	Quality and Safety & Health Care Improvement	3.00
Nurs 218A	Maternity and Women's Health Care	2.00
Nurs 218B	Clinical Practicum: Maternity and Women's Health Care	2.00
Nurs 228	Population Health and Applied Epidemiology	3.00
Semester Total:		16.00
Second Year, Semester Five		

Clinical Fee		
Course	Title	Credit Hours
Nurs 232	Clinical Improvement Project I	2.00
Nurs 234	Health System Leadership	3.00
Nurs 236	Advanced Pharmacology	3.00
Nurs 238A	Public Health and Population-Based Nursing	3.00
Nurs 238B	Clinical Practicum: Public Health and Population-Based Nursing	2.50
Semester Total:		13.50
Second Year, Semester Six		
Course	Title	Credit Hours
Nurs 240	Advanced Concepts in Nursing Practice	2.00
Nurs 242	Advanced Preceptored Clinical Immersion	4.00
Nurs 244	Advanced Professional Role & Advocacy	3.00
Nurs 246	Care Coordination and Transition Management	2.00
Nurs 248	Clinical Improvement Project II	3.00
Semester Total:		14.00
Program Total:		90.00

Course Descriptions

Nurs 200 Pathophysiology (3.0 units)

Students examine complex physiologic processes essential to an understanding of disease. Disease management concepts are explored in relation to body systems. Age specific alterations are correlated with clinical and medical diagnostic findings to provide the student a basis for biomedical and nursing clinical decision-making, diagnostic reasoning, and pharmacotherapeutics.

Nurs 202 Professional Nursing (1 unit)

This course provides an overview and a historical perspective of the profession, social contexts, professional standards, ethical standards, legal issues, and socialization into the profession. This course assists the student to gain a state-wide and national perspective for the profession. Current nursing issues will be discussed. Evidence-based practice and theory are introduced to focus students on current strategies to advance patient outcomes and improve health care. Students will be required to demonstrate competency in researching a PICO question. PICO guides evidence-based practice research. (P=Patient or Population, I=Intervention/ Indicator, C= Comparison/Controls, and O=Outcomes).

Nurs 204 Health Assessment 4 units (3 units didactic; 1 unit lab)

This competency-based course prepares students to complete a health history and the knowledge and skills to complete a physical exam on individuals across the lifespan. In addition, students will appreciate cultural variations, demonstrate psychosocial sensitivity and knowledge of genetic and nutritional assessments. The learning activities of the course will provide the students with practice skills to complete a systems exam and documentation of findings. Students will demonstrate competencies in performing both focused and complete physical exams.

Nurs 206 Pharmacology (3 units)

This course will provide foundational knowledge for students on the pharmacological knowledge for interventions for disease management, health prevention and health promotion. Students will study the pharmacotherapeutic agents used to manage acute and chronic disease, including drug actions and potential side effects. Fundamental principles of safe and effective administration of pharmacotherapeutics are emphasized.

Nurs 208A Nursing Fundamentals (3 units)

Foundational nursing competencies and techniques are accomplished in this course. Students will develop critical thinking abilities in the role of communicator, educator, and caregiver. Students will develop fundamental competencies in maintaining a safe and hygienic environment, medical asepsis and infection control, principles of body biomechanics and mobility, basic gastrointestinal and urinary care, oxygen therapy and airway management, calculation of drug doses and safe medication administration.

Nurs 208B Nursing Fundamentals Lab/Practicum (2 units)

Students will apply theory, critical thinking and the nursing process to gain mastery of selected fundamental competencies through practice in the skills/simulation lab. Clinical experiences may be incorporated with local healthcare facilities to provide opportunities for students to perform history taking, health histories, and assessments.

Nurs 210 Health Promotion and Disease Prevention (2 units)

To promote Healthy People 2030 nurses, require additional competency in patient education theory and practice. Theoretical constructs and literacy are emphasized to incorporate the social determinants of health for improving health promotion and prevention. This course provides the foundational knowledge for patient education and theoretical and practical strategies to attain competency in motivational interviewing to promote positive behavior change. Chronic

diseases such as diabetes, heart disease, COPD, and hypertension are prioritized for promoting behavior change and health promotion.

Nurs 212A Nursing of Adults and Older Adults I (4 units)

Application of nursing theory and evidenced based practice in caring for adults and older adults with both acute and chronic health conditions in acute and sub-acute health care settings.

Emphasis is placed on the delivery of safe, patient-centered, team-based care integrating knowledge of pathophysiology and pharmacotherapy, developmental theories, and the human response to illness.

Nurs 212B Clinical Practicum: Nursing of Adults and Older Adults (3 units; 135 clinical hours)

Through clinical experiences, students will develop the psychomotor and critical thinking/judgement skills to provide safe, patient-centered, team-based care to adults and older adults. Students demonstrate safe administration of medications and the clinical skills that meet both agency and Evidence-Based Practice guidelines required for nursing practice.

Nurs 214A Mental Health Nursing Care (3 units)

Introduction to mental health nursing services and nurse-person and nurse-group communication patterns. Focus is on interdisciplinary collaboration, teaching-learning, and change-persistence patterns with health promotion, disease prevention, and care of individuals, families, and communities of diverse and cultural backgrounds with acute and chronic mental health conditions. Nursing services with special populations, including the homeless and issues regarding abuse, neglect, trauma, and substance abuse are explored.

Nurs 214B Clinical Practicum: Mental Health Nursing Care Practicum (2.5 units, 112.5 clinical hours)

Clinical learning experience with persons with emotional disorders or a medical diagnosis of mental illness in both inpatient and community treatment settings. Focus is on therapeutic communication in nurse-person, nurse-group, nurse-community patterns of relating, and care of individuals and families with acute and chronic mental health problems. Collaborative health promotion and disease prevention strategies are emphasized for diverse populations. Students will engage in OSCE simulations to augment learning.

Nurs 216A Nursing of Adults and Older Adults II (4 units)

Building on the integrated knowledge and competencies from Nursing of Adults and Older Adults I, students will care for complex and chronically ill clients in acute and sub-acute settings. Emphasis is placed on the delivery of safe, patient-centered, team-based care incorporating health promotion, disease prevention and patient/family education.

Nurs 216B Clinical Practicum: Nursing of Adults and Older Adults II (3 units, 135 clinical hours)

Through advanced clinical experiences, students will enhance their psychomotor and critical thinking/judgement skills to provide safe, patient-centered, team-based care to adults and older adults with complex health conditions. Students demonstrate safe administration of medications and the clinical competencies that meet both agency and EBP guidelines.

Nurs 218A Maternity and Women's Health Care (2 units)

This course emphasizes applying nursing theory and evidenced based clinical judgment in the care of low and high-risk antepartum, intrapartum, neonatal clients, and families of diverse psychosocial and cultural backgrounds. Family theory systems theory, developmental theories and the nursing process serve as an organizing framework for this population of clients.

Nurs 218B Clinical Practicum: Maternity and Women's Health Care (2 units, 90 clinical hours)

In this practicum course, students will use theory and evidenced based clinical judgment in the care of low and high-risk antepartum, intrapartum, postpartum, and neonatal clients. Students will gain skills and competencies in critical thinking/clinical judgement, psychomotor and communication skills to develop competence in the care of antepartum, intrapartum, and postpartum clients, neonates and families. Students will participate in simulated learning experiences.

Nurs 220A Nursing Care of Children (3 units)

This course applies nursing theory and uses evidence-based clinical judgment in the care of children and adolescents with acute and chronic illnesses. An additional focus will be on child growth and development, health promotion, health prevention, and family-centered care of diverse populations.

Nurs 220B Clinical Practicum: Nursing Care of Children (3 units, 90 clinical hours).

This course provides clinical care experiences in acute, sub-acute, chronic, and ambulatory care settings. Family centered care provides the framework for this course. Students will participate in simulated learning experiences.

Nurs 222 Evidence-Based Research in Health Care (3 units)

The role of the master's prepared nurse in knowledge generation, dissemination and application within collaborative inter-professional teams is emphasized. Students gain knowledge and skills to critically appraise and analyze research findings to apply the best evidence to improve practice. This course prepares the student to find and use evidence to support individual clinical practice and appropriately apply evidence to different population-based settings. This course prepares the student for identifying a topic for their clinical improvement project.

Nurs 224 Leadership and Management in the Clinical Setting (3 units)

This course provides the essential leadership and management competencies required of the new professional nurse to meet NCLEX testing and professional practice. Topics include planning, organizing, budgeting, staffing, delegation, and managing. Leadership topics include decision-making, ethical issues, delegation, building teams, mentoring, coaching, performance appraisals, and discipline.

Nurs 226 Quality and Safety and Healthcare Improvement (3 units)

Improvement science has emerged to provide a research focused framework for healthcare improvement for systems, safety, and policy. In this course students will acquire valuable skills and IHI tools to assess a problem area for improvement. Students will analyze a clinical problem in their practice setting and develop an improvement science solution or innovation to improve practice.

Nurs 228 Population Health and Applied Epidemiology (3 units)

Students will examine individual, collective, environmental, and organizational factors that affect the health of human populations. The focus will include concepts of population assessments for high-risk patients in both acute care and community-based settings. Emphasis will include risk assessment, health promotion, illness prevention and protection to promote improved management of high acuity clients and populations. Students will use descriptive and analytical approaches to evaluate the distribution of disease within select populations. Interventions for primary, secondary and tertiary prevention will be

explored in the broader context of determinants of health to promote wellbeing of individuals and communities.

Nurs 230 Informatics and Technology in Health Care (3 units)

This course examines nursing informatics and healthcare technologies related to the specialty practice area, with an emphasis on the role of the master's prepared nurse in the use of technology to promote quality care and positive outcomes. It examines technology's role in EBP, nursing education, and health care applications of information technology. Topics include healthcare applications, ethical and legal issues, and challenges related to the use of informatics.

Nurs 232 Clinical Improvement Project I (2 units)

The student will identify a clinical topic (faculty approved) for the clinical improvement project. Students will conduct a comprehensive literature and systematic review of the selected topic. This learning activity will assist the student to focus their project to synthesize previous course work for the MSN capstone project. The plan will include the design for an implementation of a quality improvement system's project or an EBP improvement project to improve patient outcomes. Using APA, a bibliography of resources will be submitted with the project plan.

Nurs 234 Health Systems Leadership (3 units)

This course studies the current complex health care systems of today and challenges nurse leaders face to champion improvement in healthcare delivery systems to improve patient and population health outcomes. Master's prepared nurses are needed to advance from expert clinician to transformational leaders to engage in innovation, positive change and actively participate in evidence-based collaborative interdisciplinary solutions. Students will assess their leadership strengths and areas for improvement to develop an action plan to build leadership capacity. Students will acquire competencies in leadership and facilitation skills, organizational systems assessments, financing of health care systems, and theories of change to design new practice models.

Nurs 236 Advanced Pharmacology (3 units)

In this course students will gain advanced pathophysiologic and pharmacological knowledge of chronic illnesses and management of complex high acuity illnesses that impact our health care systems. Management of diabetes will include a skills practicum of medication management, including CGM, and current diabetic medications to assist clients to better manage their blood glucose.

Nurs 238A Public Health and Population-Based Nursing (3 units)

This course is designed to assist the nurse to meet the Scope and Standards for Public Health Nursing. These 17 standards provide a broad scope of practice to assess, diagnosis, identify, plan implement, and evaluate a public health and community-based intervention plan. The health of the community and subgroups within the community are the focus of this course. Students will apply nursing and public health standards to promote health, prevent disease and restore health of the population groups.

Nurse 238B Clinical Practicum: Public Health and Population-Based Nursing (2.5 units)

This practicum will provide students with a community and public health perspective of the population they serve. Students will complete experiential learning in multiple settings and develop an EBP public health community-based intervention plan to improve the health of a population.

Nurs 240 Advanced Concepts in Nursing Practice (2 units)

This course will focus on the complex patient requiring advanced nursing practice. Students will gain competency in managing complex patients. Concurrently, students will complete their preceptored clinical experience in Intensive Care units, Emergency Departments or Step-Down units.

Nurs 242 Advanced Preceptored Clinical Immersion (4 units, 180 clinical hours)

This capstone clinical practicum will prepare the student to be practice ready as a new master's prepared professional nurse. Students will be assigned to a practice site and work with a faculty/agency approved preceptor for an in-depth clinical experience. Students will average two 12-hour shifts per week to complete 180 clinical hours.

Nurs 244 Advanced Professional Role and Advocacy (3 units)

This course focuses on current healthcare policy and delivery in the U.S. and internationally, with an emphasis on clinical prevention and population health promotion. The role of the master's prepared nurse in advocacy and leadership related to policy development and innovation in health care delivery is emphasized. This course explores current nursing and health care issues within the context of transformational leadership strategies.

Nurs 246 Care Coordination and Transition Management (2 units)

This course prepares nursing students to integrate care coordination and transition management into practice throughout the continuum of care. Students are co-enrolled in the preceptored immersion course; therefore, students will identify complex care patients (with approval of their preceptor) to coordinate the delivery of care within a practice environment.

Nurs 248 Clinical Improvement Project II (3 units)

Using the guidelines for the Clinical Improvement Project, each student will complete a scholarly written paper for their Clinical Improvement Project. In addition, students will complete a poster (conference quality) of their project and present findings to their clinical agency. Dissemination of the student's research findings will be presented at a Research forum, hosted by the program to faculty, students, and invited members of the health science and graduate school professional community.

PROGRAM FACULTY AND STAFF DIRECTORY

Holly Evans Madison (916) 325-4617 hmadison@pacific.edu
Program Director

Nassrine Nouredine (916)325-4601 nnouredine@pacific.edu
Associate Program Director

Rae Gamboni Charos (916) 325- 4612 rcharos@pacific.edu
Associate Program Director

SECTION 2 ELMSN PROGRAM POLICIES AND PROCEDURES

Introduction

This section contains policies and requirements that govern academic performance and professional conduct for ELMSN Pacific students in any phase of the Program. These policies are unique to the Program and are designed to promote standards for academic competence, professional behavior and integrity, conduct, and personal responsibility necessary for practice as a health care professional. They represent the parameters of achievement and behavior the Program faculty expects of its students as future health practitioners who will be serving the public and consumer. It is the responsibility of all students to be knowledgeable about Program policies and required to document their understanding with a signature at orientation. The policies will be applied to all aspects of the student's academic progress and conduct for as long as the student is enrolled in the Program. Continuation in Program enrollment implies student agreement to comply with all provisions listed in this Handbook and any future amendments, without needing an additional attestation page.

The University and the Program has a responsibility to safeguard the patient and the public by educating competent Entry Level Master of Science in Nursing students. As such, the Program maintains the right to refuse to matriculate or graduate a student, as well as the right to remove a student from a clinical experience or rotation who is deemed by the faculty to be academically, clinically or professionally incompetent, or otherwise unfit or unsuited for continued enrollment in the Program. Additionally, students are required to undergo criminal background and toxicology screening prior to and during enrollment. Negative findings on either may result in dismissal or rescinding of an acceptance offer.

The Program-specific policies are in addition to and might be more stringent than, the University of the Pacific policies. Please read this section carefully and thoroughly. Students are expected to refer to these policies as needed.

Student Identification

Student identification is always required when on campus. Students will be provided with a student identification card, also known as the PacificCard. The card provides access for building entry, residential facility entry (if applicable), allows you to check out books from the library and gain entrance to Pacific sporting events. Additionally, this card can serve as PacificCash, a debit card system, attached to your student account.

PacificCash allows students to access PacificPrint copy machines, campus laundry facilities, the cafeteria, and meal plan purchases, etc.

The ELMSN Program nametag (for clinical rotations) does not replace a student's Pacific identification card. Students may be required to wear both forms of identification while at clinical sites. Students are financially responsible for the replacement of any identification items.

ELMSN Program Clinical Student Identification

Students will be provided a Program-specific nametag that must be always worn while on clinical rotations. The Program nametag does not replace a student's Pacific identification card. Students may be required to wear both forms of identification while at clinical sites. Students are financially responsible for the replacement of any identification items.

ATTENDANCE POLICIES

Attendance & Participation

The Program requires all students to attend classes, clinical skills and simulation sessions and clinical rotations throughout the two-year Program. The Program is a cohort model that builds upon previous instruction. The University of Pacific and ELMSN Program educational model assumes graduate students are active, self-directed adult learners committed to safe and effective professional practice and rigorous courses of study. As learning is a personal responsibility, graduate students are accountable for the integrity of their academic accomplishments, professional practice, and on-going self-assessment.

Punctuality and attendance are markers of professional behaviors and attitudes. It is your responsibility and an expectation of professional behavior to arrive on time, be prepared for class on time, and remain for the entire class period. Arriving on time demonstrates respect for instructors and peers.

Students must attend all clinical rotations and adhere to the Program's schedule. The Board of Registered Nursing mandates the number of direct care hours per RN regulations. Multiple missed days/hours in clinical rotations may place students at risk for completion of the Program. While some missed clinical experiences may be remediated in (clinical skills/simulation), students must meet the mandated RN direct care hours to meet BRN regulations. Therefore, there is a possibility that students will be required to re-enroll to meet clinical requirement (in the next cohort) or are at risk for dismissal.

Absences

While it is the Program policy that students attend all classes, labs and other Program related functions, the Program understands a student may have exceptional events which might keep them from classes or Program activities. Students are not permitted to take “vacations” while enrolled in the Program. Students are responsible for all material and assignments missed during their time away. Assignments that are due during an approved absence must be submitted before departure unless other arrangements have been agreed upon with the course coordinator.

Planned Absences

Planned absence requests will be submitted to the Program Director and the Associate Program Director. The Program leadership and faculty members shall determine if an absence is approved as excused or is unexcused. Students are responsible for all material and examinations missed during their time away. Assignments that are due during an approved absence must be submitted before departure unless other arrangements have been agreed upon with the course coordinator.

Unplanned Absences

Illness and family emergencies (i.e., not routine activities that can be scheduled to accommodate an ELMSN student’s education and career) are generally the only acceptable reasons for unplanned absences.

Program Notification of Unplanned Absences

Students are required to notify the faculty/clinical faculty of any absence and the reasons for the absence via email to the Director and faculty if the absence is anticipated 24 hours in advance. If 24 hours advance notice is not feasible (e.g., the student got sick during the night), notification by phone and/or email as soon as possible is acceptable. Sending messages through classmates is not an acceptable form of notification.

Excused/Unexcused Absences

The Program monitors student absences. Two unexcused absences may result in a referral to the Student Progress Committee. Students with excessive absences, excused or unexcused, may be referred to the Student Progress Committee for disciplinary action.

Dress Code Campus Activities

Students must maintain a neat and clean appearance befitting students attending a professional school. While casual attire is acceptable during didactic training, professional attire may be required for certain situations. Special clothing may be required for specific courses and students must be conscious of personal hygiene. Fragrances (perfume/cologne or aftershave) should not be worn. Clothing having caricatures, messages, symbols, etc. that can be construed based on societal norms to be vulgar, offensive, or contribute to the creation of a hostile learning environment is unacceptable attire. Such attire demonstrates inappropriate professional judgment that is subject to review and action by the Program.

CLINICAL POLICIES

Student Role on Clinical Rotations

Students must be aware of their limitations as students and of the limitations and regulations pertaining to RN practice. Students at clinical sites must always work under the supervision of a nurse or nurse preceptor. They may not function in the place of an employee or assume primary responsibility for a patient's care. The licensed provider retains all legal responsibility and medical duty for all patient care. Students cannot treat and/or discharge a patient from care without consultation with the staff nurse. Students should seek advice when appropriate and should not evaluate or treat patients without supervision from, and direct access to a supervising clinical preceptor always. A licensed provider must confirm unusual or abnormal physical findings. Students shall perform only those procedures authorized by the staff nurse mentor or nurse preceptor. Students must adhere to all regulations of the Program and the clinical sites. The student is to contact the Program immediately with any questions or concerns about the student's experience/role at a site.

Dress Code for Clinical Activities

On clinical rotations, students must maintain a professional appearance. Expectations include clean, scrubs (required uniform) and good personal hygiene, including short and clean nails (acrylic nails are not allowed (infection control)). Scrubs and close-toed shoes are to be worn in the clinical skills/simulation lab. Hair should be neatly groomed and for females pulled back or short (infection control). Specialty rotations or specific training sites may designate other prescribed clothing. Any clothing, hair color, fragrances, jewelry, or body piercing that may cause concern with affiliated faculty, hospitals, or patients should be avoided. Students may be asked to change their appearance to conform to the dress code of clinical agencies.

Personnel Grooming Clinical Setting

1. Exceptional personal hygiene that includes daily bathing and appropriate use of

- deodorants and antiperspirants.
2. Perfumes and colognes are not appropriate in the clinical setting.
 3. In a clinical setting jewelry can pose a safety risk to both nurses and patients as rings, watches, earrings, bracelets, necklaces etc. can snag on equipment, and pose an infection control issue and/or puncture gloves. Therefore, it is advised that jewelry not be worn. Wrist watches, plain wedding bands/or engagement rings and earrings that are flush to the skin are the best options.
 4. Hair is to be clean, arranged neatly and kept above the collar of the uniform. Beards and moustaches are to be neatly trimmed to allow for face coverings to adhere to infection control measures.
 5. Tattoos should be covered in the clinical setting.

Participation in Clinical Activities

Students are not allowed to participate in unauthorized clinical activities, including observation, as a representative of the University of the Pacific, University of the Pacific nursing Program or as a nursing student at a clinical site during enrollment unless the experience is approved and arranged by the Program. Participation in unauthorized clinical experiences while enrolled is grounds for disciplinary action, including dismissal from the Program.

Math Proficiency

Safe administration of medications is essential for safe nursing practice and requires students to demonstrate proficiency and accuracy to calculate dosages (oral or GI) intramuscular, subcutaneous, intravenous, concentrations/solutions, and calculate drip rates for fluid administration. Students will complete assignments/coursework in semester one and two to demonstrate math proficiency and medication administration. Students are required to achieve 95% -100% before administration of any medications. Any student that does not pass the required examinations will be given a second opportunity to pass. Students are not allowed to work in the clinical setting until proficiency and competency is demonstrated.

Clinical Attendance

Students are expected to attend all scheduled clinical experiences. Attendance requires students to arrive on time, dressed according to the dress code, and prepared for work. Any absence must be reported **prior** to the start of the clinical experience to the clinical instructor. Students demonstrate professionalism by attending and being punctual for clinical experiences and demonstrate being fully engaged in the clinical environment for the assigned clinical hours.

The California BRN mandates students must complete a minimum of clinical practice hours in the five required specialty areas to be eligible for taking the NCLEX exam.

Therefore, repeated absences jeopardize academic progression in the program. With the first clinical absence the student will be required to complete an activity determined by the lead instructor for the clinical specialty. Repeated absences place the student at risk for failing the course. Due to extenuating circumstances (illness) the student may be referred to the Student Progression Committee to determine a remediation plan or a leave of absence if the student is in good academic standing.

Tardiness

If a student anticipates clinical tardiness, the faculty member and clinical agency must be notified **prior** to the start of the clinical day. Two or more incidences of tardiness will result in a remediation plan with the course instructor and the student may be required to complete an additional assignment or clinical hours (simulation) as determined by the course faculty.

No Call, No show (Unexcused Absence)

A student who does not notify clinical faculty and does not come to the clinical experience on the scheduled day will receive a Remediation Plan related to No Call No Show and will be issued an unexcused absence. Documentation will be placed in the student file. A second No Call No show at any time may result in dismissal from the ELMSN Program. Students are required to submit written documentation of illness by a physician or provider.

Illness

Nursing students under the care of a physician or provider should bring a statement from the provider verifying that the student is able to return to the clinical setting following an absence. The physician/provider statement can be provided to the Director or Associate Director of the Program.

Clinical Make-Up

All required clinical hours as stated on the course syllabus and the California Board of Registered Nursing regulations must be met to meet program outcomes. All efforts by faculty and the clinical faculty to accommodate the student with alternate assignments and clinical simulation will be entertained, however, clinical experiences are limited, and students may be required to re-enroll later. If the student is in good academic standing and required to take a leave of absence, efforts will be made to accommodate the student. The Program is a cohort sequential curriculum that requires continued academic progression for graduation.

Illness or Emergency in the Clinical Setting

If a student incurs an illness or injury while participating in Program courses or while engaging in clinical rotations in the clinical setting, the following shall apply:

Medical Emergency

- Dictated by the circumstances, the instructor, student or designee should call 911 or the student should go to the nearest emergency room. If a student is in a clinical rotation, they should be taken to the facility's emergency department for evaluation and treatment. The instructor is required to notify the Program Director at (916) 325-4617 to forward the incident to the Office of Risk Assessment.

Exposure to Body Fluids

- If the exposure occurs during a clinical rotation, the supervising faculty will escort the student to the agency's Emergency Department for evaluation and treatment. Hospital policy regarding release of confidential blood testing and exposure risk will be followed. Policy may also require an incident report, an evaluation by the Employee Health Nurse requiring follow-up testing. The faculty will notify the University Risk Management Department and the Director of the Program. The student will be billed for services rendered, and the student will be directed to seek further evaluation by their primary care provider. The supervising faculty will contact the course lead instructor or the Program Director as soon as circumstances allow. The supervising faculty member is required to document the incident. The report of student injury is required to be turned into the Director of the Program to forward to Risk Management.

Non-Emergency

For illness/injury not requiring emergency medical care, the Director or the Associate Program Director/ instructor will notify Risk Management within 24 hours. This step is crucial to obtain authorization for treatment. If the student is not sure he/she wants medical care, the student should be dismissed as soon as possible and advised by the faculty to seek treatment at the Sacramento based Student Health Center, the Stockton based Student Health Services, or their provider.

Transportation

All nursing students are expected to provide their own transportation to the clinical agencies. Students may be required to travel 50+ miles to program approved clinical experiences/facilities. While carpooling can be utilized when possible, students should secure their own transportation. While distance is considered for clinical placements, the Program reserves the right to place students in clinical agencies that best meet the Program and student learning objectives. As well, enrolled students are required to maintain automobile insurance throughout the Program.

Documentation in the Medical Record

Students are expected to follow agency/institutional guidelines for clear standardized documentation for medications and nursing care. When you record clinical observations, vital signs, or medication administration, you are performing in a student role under the direction and oversight of your clinical instructor or nurse preceptor and are required to designate your student status. You are required to obtain counter signature per clinical agency policy.

Preceptorships

In the final semester of the program students can select two clinical experiences (first and second choice) as their preference for their capstone clinical experience (pediatrics, telemetry, ICU, ER or Medical Surgical Nursing). Due to available clinical sites, students are not guaranteed their preferred site and will be placed to meet Program objectives. The objective for this experience is to assist students to transition from student to be employment ready upon graduation. This experience can often prepare students for employment and success on the NCLEX exam.

Confidentiality

All information acquired because of student nurse-patient interactions and/or from the medical record must be held as strictly confidential. To breach this expectation is a violation of patient trust and the social contract of nursing as a profession. All clinical documentation for clinical assignments must not reveal the identity of the patient. Practicing nurses who breach patient confidentiality are subject to dismissal.

Clinical Performance that Threatens Patient Safety

If, in the judgment of the clinical faculty, a student's clinical performance constitutes a threat to patient safety, the student will be removed from the clinical area and may be at risk of dismissal from the Program. This could involve substance abuse, reckless behavior, or not meeting agency policies for safe patient care. Documentation by the clinical faculty member will be reviewed by the Student Progress Committee for assessment and evaluation for academic progression and/or dismissal from the Program.

CLASSROOM POLICIES

Expectations of Students

Students are responsible for their own learning and behavior, the parameters of which include, but are not limited to:

- Abide by the Honor Code at the University of the Pacific.
- Follow Program policies as outlined in this Handbook.
- Preparedness. Laptop computer. Smart-Phone with Cellular and/or Wi-Fi abilities.
- Punctuality and attendance.
- Lecture/Lab attendance and engagement in active learning.
- Participation in group discussions and group/team projects and presentations.
- Timely completion of course assignments.
- Participation in interactive educational activities, including procedures on each other.

Online Learning Expectations

- Students should secure a private space and plan structured time for uninterrupted time.
- Students should do their best to be in an area with a strong internet signal.
- Students must use a laptop to participate in class. Cellphone use reserved for emergencies.
- Students are expected to be actively participating for duration of educational session.
- No pausing live feed, taking unscheduled breaks or leaving the educational session early.
- Keep your microphone muted until called upon.
- Keep camera on unless strains bandwidth and audio quality.
- Mechanism for asking questions is at the discretion of the lecturer.

Use of Wireless Devices in the Classroom

Laptops, tablets/iPads, and smart phones may be used in the classroom at the discretion of the course coordinator for educational purposes only. The use of these and other electronic equipment in a manner not consistent with classroom topics often creates unacceptable disruptions when used during class. Instructors will notify students if electronic equipment is required for an in-class activity.

Disruptions in class are considered a professionalism issue and will be addressed individually by the course coordinator or referred to the SPC for disciplinary action. The following activities are examples of disruptions:

- Texting,
- Cell phone use,
- Web surfing,
- Checking emails,

- Playing games.

Recording of Lectures (Remote Curriculum Delivery if Needed)

All live remote class presentations and discussions during this course may be recorded. As a student in this class, please note that your participation in live class discussions may, therefore, also be recorded. By participating in a live class discussion, you are giving your consent to this recording. Access to these recordings will be limited to faculty, the students enrolled in the class and to assist enrolled students who cannot attend the live session. Lecture recordings will be available via the CANVAS learning management system.

On-Campus Curriculum Delivery

The Program may record live class presentations and discussions to assist students with knowledge acquisition and concept clarification. Recording of lectures is solely at the discretion of the instructor of record and lecturer. Lecture recordings will be available via the CANVAS learning management system.

Personal Recording

Permission to individually record lectures is solely at the discretion of the instructor of record and lecturer unless the recording is a University-approved accommodation. Otherwise, prior approval must be obtained. The instructor of record's approval is voluntary and, as such, a privilege, which may be withdrawn at any time. Group discussions and exam reviews may not be recorded.

Intellectual Property

Students will be provided copies (electronic or printed) of instructional lecture materials for individual student use only. Such materials are the intellectual property of the University. Distribution or alteration of original lecture content without prior approval of the lecturer constitutes academic dishonesty.

Laptop/Tablet Requirements

Students are required to have a laptop computer and mobile device. Laptop computers provide students access to primary and supportive information to better prepare for and supplement the learning process. Pacific utilizes CANVAS, a web-based educational program, as the central component of the “electronic classroom” employed throughout much of the curriculum. Syllabi, assignments, course material, assessments, and other tools are available for each class through CANVAS. Additionally, the Program utilizes computer-based examinations and survey tools. The campus offers a wireless environment enabling access to informational resources via the internet and proprietary

Pacific sites such as the on-line library and other University resources. By making these a Program requirement, the cost is accounted for by Financial Aid.

Any laptop computer made within the last 4 years with at least 2GB of memory is acceptable and should work well. However, please check that your laptop hardware and software meet each requirement. See General Policies for more detailed information for laptops.

TUITION AND FEES

Nursing school is an expensive endeavor. In addition to registration fees, textbooks, and health insurance, a student enrolled full-time can estimate the following expenses.

Pre-Entry One-Time Expenses

Criminal Background Check: Approximately \$35 (may be required to repeat prior to Public Health Nursing (Live Scan)).

Uniform, Name Badge, Shoes: Approximately \$150.

Lab Equipment: Approximately \$75-\$150.

Tuition (Each Semester)

\$1,000/unit – 90 units: \$90,000.

Clinical Lab fee of \$500 for each semester (semesters 1-5: \$2,500).

Textbooks vary per semester. See textbook list, which includes prices for required textbooks per semester.

Mandatory Hospital Training on-line via Health Stream - \$3.50 per module, 5 modules. This may be required for multiple clinical agencies to meet institutional requirements.

Clinical Skills/Simulation Lab Supplies – Clinical Equipment

The cost of the required medical equipment will range from approximately \$150 to \$200, depending on the exact equipment models and/or styles chosen. More expense does not necessarily mean a better product; a student may be getting more than is needed.

- Stethoscope
- Sphygmomanometer (optional)
- Calipers
- Penlight
- Kelly clamp
- Calculator
- Measuring tape

- Watch with a second hand
- Bandage scissors
- Scrubs (2 sets)

Equipment costs, textbooks, and laptop are a fee for the Program, and, therefore, is accounted for by Financial Aid.

PROFESSIONAL LIABILITY INSURANCE

NURSING STUDENTS' PROFESSIONAL LIABILITY INSURANCE IS MAINTAINED BY THE PROVOST'S OFFICE THROUGHOUT THE PROGRAM.

Textbooks

Students can plan on spending approximately \$2,500 to \$3,000 for required textbooks, learning technology, NCLEX preparation, etc. Course syllabi and the Program Textbook List also include recommended books which students are not required to purchase but may wish to have as important reference materials. The Program is contracted with Elsevier, an on-line Publisher. Students will have access to many required textbooks through this on-line resource. The Program recommends students purchase all required textbooks. Students are expected to have purchased required textbooks that are not available on-line by the beginning of class for each term.

Students may purchase books through any other source, such as Amazon.com or publisher sites. When purchasing textbooks, please be sure to obtain the correct edition, which is listed next to the title of the book on the book list. Older editions of certain texts may be inadequate as they may provide old information. The ISBN is provided on the list and is the unique identifier for a specific edition of a text.

Background Screening

The Program requires students to undergo background screenings prior to matriculation. Discrepancies noted on the pre-matriculation background screening will be investigated and may result in denial of matriculation or dismissal from the Program. Recent violations which have yet to be adjudicated and positive findings on a background check may result in dismissal from the Program. Applicants are required to be truthful. Some clinical practicum sites require an additional background screening immediately prior to the start of the practicum. Therefore, students may be required to complete multiple background screenings throughout enrollment. Students have a fiduciary responsibility for the costs associated with any background screenings. For new or continuing students that have a positive CBC, students are required to meet with the Program Director to evaluate their eligibility for RN licensing.

Criminal Background Screening Procedures

- Upon request of the Program, each student must sign a Release and Authorization Form.
- The non-University entity specializing in lawful background screening will conduct the screening.
- Each student's background may be checked by name, social security number, and license number (if applicable), for up to the prior 7 years, and in state, local, and federal databases for each of their reported addresses showing any activity for that social security number. The screening will include healthcare provider databases. The screening will include criminal records, including arrests and convictions for all offenses of any type, and a review of the registries of reports of child and dependent adult abuse. The screening may include records that have been reported as expunged and judgments that have been deferred.
- Findings from the background screening may be provided to the student for comment, if determined by the Program in its discretion.
- Findings from the background screening will be reviewed and maintained by authorized personnel of the Program in accordance with FERPA laws and regulations.
- A copy of the student's criminal background screening will be provided to any clinical practicum site that is participating in the academic training of that nursing student, upon written request from the practice site and/or if determined by the Program in its discretion. The clinical site is responsible for determinations whether the student may participate in clinical educational activities in the facility, department or setting. Prior to beginning community health nursing, clinical agencies may require an additional live scan.

Toxicology Screening

The Program requires students to undergo toxicology screenings periodically throughout enrollment. Students have the fiduciary responsible for the costs associated with toxicology screening. Toxicology screening will be completed on all students prior to placement at clinical practicum sites. Toxicology screening may be via urine or serum. Some clinical practicum sites require an additional toxicology screens immediately prior to the start of the rotation, therefore, students may be required to complete multiple screens throughout enrollment. Students with abnormal findings on these screening tests may be referred to the Student Progress Committee (SPC) for review, which may result in disciplinary action.

Toxicology Screening Procedures

- Upon request of the Program, each student must sign a Release and Authorization Form.

- The non-University entity specializing in toxicology processing will conduct the screening.
- Each student's toxicology screening shall include a 10-drug panel toxicology. Urine toxicology screens will include a urine creatinine.
- Findings from the toxicology screenings may be provided to the student for comment, if determined by the Program in its discretion.
- Findings from the toxicology screenings will be reviewed by authorized personnel of the Program in accordance with FERPA laws and regulations.
- A copy of the student's toxicology results will be provided to any clinical practicum site that is participating in the academic training of that nursing student, upon written request from the practice site and/or if determined by the Program in its discretion. The practice site is responsible for determinations whether the student may participate in that setting.

COMMUNICATION POLICIES

Communication with the Program and the University

Students are assigned a University (u.pacific.edu) email address. ELMSN Program and/or University personnel will only respond to correspondence from the student's official University email address. Forwarding your University email to another email account is discouraged. These accounts can lack the security, capability or sufficient space necessary for downloading important attachments.

The following are additional information for email communication:

- Students are expected to check their University email accounts at least once every 48 hours.
- Students are expected to respond to Program emails within 48 hours or the first business day following a holiday.
- Email responses and forwarded emails should include the original message, when appropriate.
- Students are responsible for maintaining access to their email account if the student moves during their time in the educational program.
- Signature line requirements:

Judy Smith
University of the Pacific
ELMSN/Class of XXXX
(123) 456-7890

Student Participation in Student Governance

The Master of Science in Nursing Program promotes student governance and values student input to advance the mission and vision of the Program(s). The purpose of

student governance is to provide for more informed decision-making involving student's view and perspectives, to enhance the quality of the curriculums and assure high-level student learning outcomes. Annually two students per cohort will participate in student governance activities. Student cohorts can use various models to select student representatives. These could be consensus, election, or volunteer as desired by the student group. Student representatives who participate in governance activities are those graduate students who are in good standing with the Program.

The Program has the following established committees. These include Admission and Recruitment, Program Assessment and Evaluation, and Curriculum. Agendas, minutes of all committee meetings are archived. Student representatives are encouraged to attend scheduled meetings (via telephone or through meeting conferencing). At any time during the semester students are encouraged to submit agenda items to the committee chair for discussion. As well, the program director and associate director strive to provide an "open door" for all students.

Additionally, student input is obtained and reviewed at the conclusion of each course/semester via an on-line anonymous CourseEval tool to measure student's satisfaction with course content, teaching modalities and faculty effectiveness, assessment methods, and course relevance. Results of the evaluation of student satisfaction are shared with students. Other periodic surveys of student satisfaction include Orientation, End of Year One and End of the Program. Alumni surveys will be conducted one year following graduation and at three-year intervals.

Change of Address, E-mail Address, or Phone Number

Students are required to keep the Program and the Registrar informed of any changes to mailing address, email address and/or phone numbers within one business day of the change.

To make changes for official University records, go to <http://insidepacific.pacific.edu> and access Academic Services under the "Academic" tab.

STUDENT SUPPORT

Student advising is an important component of the educational process. Regular meetings with advisors keep communication channels open and enable mentoring relationships to develop. Each student will be assigned a faculty advisor. The Program has an open-door policy allowing students to consult with faculty as desired for academic, psychological and/or psychosocial issues. Students may also self-refer to the University student support services for academic, graduate writing, psychological and/or psychosocial issues. Students are required to meet (conference call, or video conference) with their faculty advisor at least once each semester to review and

address academic, psychological, psychosocial and professionalism issues. Scheduling this meeting is the student's responsibility. When possible, time will be allocated in the schedule to allow for routine advisor meetings. Non-routine advising appointments can be requested by students at any time, in accordance with the Program's open-door policy. Additionally, faculty may request additional meetings with a student for academic, psychological, psychosocial or professionalism issues. Advising is particularly important when a student encounters academic or clinical difficulty.

Therefore, students are advised to meet with a faculty advisor or course instructor in the event of poor performance on an exam or if cumulative grades in a course could result in failure.

Psychological support of enrolled students is important to the Program and the University. Students are strongly encouraged to utilize the University's counseling services, located on the Sacramento campus. On-line and after-hours resources are also available. The University's counseling services are adept at helping students with both personal and academic psychological issues, including testing anxiety and stress management. Students are advised to contact the counseling office early in the educational experience for support and guidance. The Program may also initiate or recommend student referrals for observed academic, psychological and/or psychosocial issues.

The Counseling & Psychological Services (CAPS) contact information is as follows:

Telephone: (209) 946-2315, extension 2.

<https://www.pacific.edu/campus-life/student-services/counseling-and-psychological-services.html>

Crisis Intervention/Psychological Emergencies: During school hours: Call number above and ask for emergency appointment or call 911. After hours: (209) 946-2315, extension 2, option 4 – this will transfer you to a psychologist for immediate consultation or call 911.

Graduate writing support can be scheduled with the writing center for face-to-face, on-line, video/audio or written feedback. Contact the writing center at (916) 739-7251 or Pacific.MyWonline.com.

SECTION 3 GENERAL AND PROGRAM INFORMATION

Degrees Awarded

The Program awards the following degree: Entry Level Master of Science in Nursing.

Licensure Eligibility

Upon successful completion of the 90 unit 24-month program, graduates are eligible to sit for the NCLEX RN licensing exam. After achieving their MSN degree and passing the NCLEX RN licensing exam, graduates are eligible to apply for a Public Health Certificate.

Admission Requirements

All ELMSN students are required to have health insurance throughout the Program. Therefore, students must provide documentation prior to matriculation. Students may also elect to enroll in the University of the Pacific student health insurance offerings. Students also have access to services provided by the Sacramento Wellness Center for Health care throughout the Program.

- A bachelor's degree from an accredited program.
- A minimum GPA of 3.0, or GPA of 3.0 in the last 60 units.
- A minimum 3.0 GPA in all science prerequisite coursework.
- Three letters of recommendation (academic and professional).
- Statement of purpose, personal-history statement and career goals.
- Curriculum Vitae.
- The GRE is not required.
- CPR Certification.
- Completed Nursing CAS application.

Prerequisites

- Human Anatomy with lab (4 units).
- Human Physiology with lab (4 units)
- Or a human anatomy and physiology series: Part I and Part II with labs (minimum 5 quarter/3 semester units each).
- Microbiology or Bacteriology with lab (4 units).
- Statistics or Epidemiology (3 units).
- Psychology (lifespan or developmental) (3 units).
- Social Science (3 units).
- Nutrition (3 units).

- Communication (6 units) must include verbal and written composition.
- Abnormal Psychology * (Preferred, but not required).

Note: Prerequisite coursework must be completed prior to enrollment.

International Applicants

International applicants who are not U.S. citizens and who are living in the U.S. should be prepared to provide proof of legal U.S. residency at the time of interview. Proof of legal U.S. residency is required prior to any offer of acceptance.

Filing a Complaint

The ELMSN Program strives for continuous program improvement in compliance with the Board of Registered Nursing. Any student directly affected by the policies or actions of the Program may file a complaint with the California Board of Registered Nursing at the following location:

Board of Registered Nursing for the State of California
<http://www.rn.ca.gov/enforcement/complaint.shtml#cplfile>

Complaints may be filed by completing the [complaint form](#) and submitting to:

Board of Registered Nursing
Attn: Complaint Intake
P.O. Box 944210
Sacramento, California 94244-2210

Maximum Hours/Timeframe Allowed

All students are expected to complete degree requirements after having attempted not more than 150% of the number of credit hours of course work required for the degree program, rounded down to the nearest credit. If it is determined at any time within a student's course of study that he/she will be unable to graduate within the 150% timeframe, the student will become immediately ineligible for financial aid. Please, direct questions regarding this policy to the Registrar and/or the Financial Aid Office. Any disciplinary action resulting in content or course remediation may, in turn, delay a student's completion of the Program and may result in additional tuition and/or fees.

Advanced Placement

Advanced placement cannot be granted in the Program. (Waiver for Military Applicants, see below).

Credit for Experiential Learning

No credit will be granted for work-related experiences.

Transfer Students from other ELMSN Programs

The Program does not accept transfer students.

Part-Time Status

The Program does not allow a part-time option for incoming or continuing students. The Program has an integrated lock-step curriculum requiring that all courses each semester be taken together to facilitate knowledge acquisition and application. Students may not request a part-time curriculum.

Deceleration

Completion of the Program curriculum on a decelerated timeline is only permitted as a recommendation by the Student Progress Committee (SPC). Students may not request a decelerated curriculum. Deceleration occurs when a currently enrolled student joins the subsequent cohort. The SPC determines when a student will be required to join a subsequent cohort and what, if any, coursework must be repeated. The academic standing of a decelerated student is evaluated on an individual basis.

Repeat Coursework

The Program's integrated curriculum is lockstep. Enrollees complete the curriculum as a cohort. Courses are only offered twice a calendar year. The opportunity to repeat coursework is not available unless outlined by the Student Progress Committee (SPC) as a component of a remediation plan. The SPC determines what, if any, coursework must be repeated. At the SPC's discretion, a student may be required to repeat any coursework regardless of the grade received during the initial class attempt. All course attempts will be calculated into the student's overall GPA. The student acknowledges that additional tuition and fees may be incurred with repeat coursework, and this coursework might not be eligible for financial aid. The academic standing of a student repeating coursework is evaluated on an individual basis.

Holidays

The University of the Pacific observes most federal holidays. Refer to the University calendar for observed holidays. Students on clinical rotations do not follow the University holiday schedule, but rather the holiday schedule for the clinical site.

Military Applicants (Previous Coursework)

Applicants with relevant military coursework and experience may be granted credit for previous education or other acquired knowledge through a validation process. To evaluate previously acquired knowledge in the field of nursing relevant to an applicant's military coursework and experience, applicants are required to submit an on-line application and all supplemental documents per Admission Requirements ELMSN policy. The Director of the ELMSN Program should be contacted at the time of application to the University.

Employment

Due to the accelerated and rigorous curriculum, it is recommended that students dedicate their studies full-time. Therefore, employment is discouraged. Should a student need to work part-time, it is advised they meet with their faculty advisor in semester one.

LVN 30 UNIT Option

An applicant who is licensed as a Vocational Nurse is eligible to apply for licensure as a registered nurse if the prospective student successfully passes the required courses outlined below. The LVN option does not lead to a degree in nursing and students are not required to take the lower division general education courses, however, as the University does not offer physiology, and microbiology, prospective students would need to have completed these courses to apply to the Program.

Students who select this option may not be eligible for licensure in states other than California and may have difficulty applying to a college/university for an advanced degrees (BSN, MSN).

Application/Selection Process

1. All science courses completed with a grade of (2.75) or better.
2. Overall GPA of 3.0 or a 3.0 GPA in the last 60 units.
3. Copy of LVN license.
4. Copy of their transcript from their LVN program.
5. Personal Statement.
6. Minimum of one year of employment in acute care.
7. One letter of reference from the nursing supervisor (employer).

Curriculum

Physiology	Prerequisite	4 units
Microbiology	Prerequisite	4 units
Clinical Practicum, Nursing of Adults and Older Adults II	Nurs 216A, B	7 units
Advanced Concepts in Nursing Practice	Nurs 240	2 units
Advanced Preceptored Clinical Immersion	Nurs 242	4 units
Psych/Mental Health Theory/Clinical	Nurs 214 A, B	5.5 units
Management//Leadership	Nurs 224	3 units
	Total Units	29.5 units

An applicant for the LVN 30-unit option shall meet with the Program Director to discuss admission and a program of study as the 29.5-unit LVN option is available on a space available basis. Students must contact the Nursing Program Director prior to admission for advising to discuss course placement, the challenge exam policy, and space availability. The Program Director can review the transcripts of the prospective student to assess how the student can be accommodated. Prerequisite courses will be accepted irrespective of the time such courses were taken.

The University of the Pacific combined with 8 units of prerequisites total 29.5 units. Courses for the ELMSN program fulfill the requirements for Advanced Medical Surgical Nursing, Psych/Mental Health, Geriatrics, and Leadership and Management. Courses assure theory and clinical content includes the nursing interventions of acute, preventative, remedial, supportive, rehabilitative, and the patient teaching aspects of nursing. Theory and clinical are concurrent in the required areas of Medical-Surgical Nursing, Geriatrics, and Psych/Mental Health nursing. Further, the curriculum shall assure that standards for competent performance prescribed in 1443.5 of these regulations are met.

Medical Records

Health records required for enrollment at the University of the Pacific (i.e., immunization and/or blood test documentation, medical history and physical examination forms and tuberculosis clearance and screening forms) are collected and retained in a secure electronic environment by the University.

The Program utilizes an external agency (Exxat) to verify and store health records and clearance documents (CPR, CBC, Toxicology, Immunizations, HIPPA, FERPA, OSHA, etc.), required for enrollment in the Program and clinical rotation placement. Students

are advised to retain a copy of all documents for their records, since these records may be required by a variety of institutions as the student progresses through his/her professional career.

Student Health Admission Requirements

Students must fulfill the requirements listed below before and during the Program in compliance with the Program's policy for health and communicable disease clearance protocol.

- Health History and Physical Examination – annual.
- Hepatitis B – completion of vaccination series and verification of immunity (quantitative titer required).
- MMR (Measles, Mumps, Rubella) – verification of immunity (quantitative titer preferred).
- Tdap Vaccine (Tetanus, Diphtheria, Acellular Pertussis) – within 3 years.
- Varicella (Chickenpox) – verification of immunity (quantitative titer preferred).
- Influenza Vaccine – annual.
- Tuberculosis (or PPD) Test/Screening – initial 2-step with annual 1-step, Quantiferon Gold tests, or Chest X-ray.
- Meningococcal vaccine – if <21 years old and living in on-campus housing.
- COVID-19 vaccination.

Additional Recommended:

- HPV vaccination series.
- Hepatitis A vaccination series,
- Submission of all vaccination records – if available (many facilities where you will train require both proofs of vaccination and titers),

Forms are found at <http://www.pacific.edu/immunizationcompliance>

All health screening information may be made available, as required, to the Program, clinical preceptors, and clinical rotation sites.

Students whose immunizations and titers are not up-to-date may be removed from classes or clinical rotation(s) until the deficiency is corrected. Some clinical training sites require students with positive latent Tb test results to be treated. As a result, students who have not been treated may not be allowed to attend certain clinical rotations, which may result in a delay of completion of the Program.

Students must report any change in their health not noted on their annual physical examination to the Program and Pacific Student Health Services immediately. Students must meet the Program's Technical Standards throughout enrollment. Failure to meet

the Program's Technical Standards may result in dismissal from the Program. Failure to notify the Program and University of a change to one's health that may affect patient care or ability to meet Program Technical Standards is a violation of the Professional Code of Conduct and violation of Program policy, thus may result in dismissal from the Program.

Infectious Disease and Environmental Hazards

Students enrolled in the Program may be exposed to various infectious diseases and environmental hazards. Students are required to complete the Occupational Safety and Health Administration (OSHA) training before matriculation. This training will address environmental hazards, infectious disease, and universal precautions. These topics are reviewed in the didactic curriculum. Clinical rotation sites may require students to complete additional, facility-specific, training procedures. It is the student's responsibility to remain compliant. Students who are not in compliance will be removed from classes or clinical rotation(s) until the deficiency is corrected. No exceptions.

Allergen Exposure

Students may also be exposed to allergens during training. Students with known chemical or latex allergies must inform the Program. While the Program will attempt to reduce exposure to potential allergens, it is the student's responsibility to monitor their exposure and take the necessary steps for self-protection.

Infectious Disease Impact on Student Learning

The presence of an infectious disease may impact a student's ability to complete the necessary curriculum requirements within the originally dedicated period. Students may be removed from learning activities, as indicated by the nature of the disease. Clinical rotation sites dictate some clearance policies; therefore, failure to provide documentation may impact clinical rotation placements.

Infectious Disease Prevention and Protocol

The University's Student Blood, Body Fluid and Tuberculosis Exposure Policy and the ELMSN Blood/Body Fluid Exposure Protocol will be reviewed with students early in didactic training and again before clinical rotations. This protocol and necessary documents will also be available to students through the CANVAS learning system. This policy includes student responsibilities for prevention, post-exposure student responsibilities, as well as financial and learning activity implications.

REQUIRED MATERIALS AND SUPPLIES

Laptop/Tablet Requirements

Students are required to have a laptop computer and mobile device. Laptop computers provide students access to primary and supportive information to prepare for and supplement the learning process. Pacific utilizes CANVAS, a web-based educational program, as the central component of the “electronic classroom” employed throughout much of the curriculum. Assignments, course material, assessments, and other tools are available for each class through CANVAS.

Additionally, the Program utilizes computer-based examinations and survey tools. The campus offers a wireless environment enabling access to informational resources via the internet and proprietary Pacific sites, such as the on-line library and other University resources. By making these a Program requirement, the cost is accounted for by Financial Aid.

Any laptop computer made within the last four (4) years with at least 2GB of memory is acceptable and should work well. However, please check that your laptop hardware and software meet each requirement.

Hardware Requirements

PC Requirements:

- Processor Manufacturer: Intel or AMD.
- Wireless Network Interface Card: 802.11b/g.
- RAM: 8GB.
- Hard Drive: No minimum size but must have 5GB of available space.

- Webcam: At least 720p resolution (Built-in or USB).
- Microphone: Built-in, USB, or microphone jack.
- **Suggested** – Headphones (for reducing audio feedback during online sessions).

MAC Requirements:

- Processor Manufacturer: Intel.
- Wireless Network Interface Card: 802.11b/g.
- RAM: 8GB.
- Hard Drive: No minimum size but must have 5GB of available space.
- Webcam: At least 720p resolution (Built-in or USB).
- Microphone: Built-in, USB, or microphone jack.
- **Suggested** – Headphones (for reducing audio feedback during online sessions).

Software Requirements

Acceptable operating systems:

- Microsoft - Windows 10 with all current updates (English version only).
- Apple - Mac OS X 10.15 Catalina with all available updates.

Other Required Software:

- Adobe Reader DC (current version).
- An antivirus suite is required (e.g., MacAfee, Norton Antivirus or Symantec).
- Microsoft Office 365 (may be free through an agreement Microsoft and the University).

Mobile Processors and Operating Systems – not compatible

Devices that use Mobile Processors (e.g. ARM or Qualcomm Snapdragon) or Mobile Operating Systems are not compatible with University requirements. These include but are not limited to the below devices:

- Chromebooks (Android OS).
- iPads (Apple IOS).
- Microsoft Surface (Windows 10 Mobile).

The Program recommends students purchase an external source to back up their data. Tablets are also acceptable, provided they meet the requirements.

The Program recommends that students purchase extended warranties or service contracts should there be a hardware failure. Neither the Program nor the University IT Department offers support to help with hardware or software issues.

SECTION 4 PACIFIC STUDENT CONDUCT AND HONOR CODE

Office of Student Conduct and Community Standards

The Office of Student Conduct and Community Standards manages the general student conduct process for students on the Stockton and Sacramento campuses. Pacific has developed policies and procedures to clarify the expectations and standards for students. Each student is responsible for knowing and adhering to all University policies and procedures. The policies are outlined specifically in the Tiger Lore Student Handbook and on the web site at <https://www.pacific.edu/student-life/student-conduct>

CONDUCT STANDARDS

Student Code of Conduct, University Policies and/or Local, State or Federal Laws

The violation of established policies or procedures and/or local, state or federal laws may constitute a violation of the Student Code of Conduct and University policies. Such violations may include conduct occurring off-campus when students are participating, attending or in some manner connected to a University related activity.

Violations of the Student Code of Conduct and University policies will be referred to the Division of Student Life for disciplinary action. If the violation also violates Program policy for professionalism, the student may be referred to the Student Progress Committee (SPC) for disciplinary action in lieu of or in addition to the Division of Student Life.

Campus Standards

Rather than publish in this Handbook a complete and detailed code of the laws, rules, and regulations that students are required to follow, the University and Program declare the intention to uphold all federal, state and municipal laws applicable and expects all students to abide by the Student Code of Conduct and University policies. At the time of admission, each student agrees to follow such standards. Accordingly, any conduct not consistent with responsible and/or lawful behavior may be considered cause for the University to take appropriate administrative, disciplinary or legal action.

In addition, the University acknowledges and actively upholds the adult status of each student with all the rights pertaining thereto and, in accordance with that status, considers each student responsible for his/her own actions.

University policies, regulations, and student rights are published in the Tiger Lore Student Handbook.

Honor Code/Academic Integrity

The Honor Code at the University of the Pacific calls upon each student to exhibit a high degree of maturity, responsibility, and personal integrity. All students are required to sign an honor pledge appropriate to the objectives and relationships of the University. Students are expected to:

- act honestly in all matters;
- actively encourage academic integrity;
- discourage any form of cheating or dishonesty by others; and
- inform the instructor and appropriate University administrator if she or he has a reasonable and good faith belief and substantial evidence that a violation of the Honor Code has occurred.

If the violation also violates Program policy for professionalism, the student may be referred to the Student Progress Committee (SPC) for disciplinary action in lieu of or in addition to the Division of Student Life. If a student is found responsible, it will be documented as part of her or his permanent academic record. A student may receive a range of penalties, including failure of an assignment, failure of the course, suspension, or dismissal from the University.

<https://www.pacific.edu/student-life/student-conduct>

SECTION 5

DISABILITY SERVICES

The University is committed to providing reasonable accommodations to students with documented disabilities. Disabled students' rights are protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). It is the policy of the University to ensure that no qualified student with a disability is excluded from participation in, or subjected to, discrimination in any University program, activity, or event.

If you are a student with a disability who requires accommodations, please contact the Director of the Office of Services for Students with Disabilities (SSD) for information on how to obtain an Accommodations Request Letter. Requests are handled on a case-by-case basis. To initiate the process, please contact:

Office of Services for Students with Disabilities
University of the Pacific - Stockton Campus, McCaffrey Center, Rm. 137
Phone: (209) 946-3221
Email: ssd@pacific.edu
Online: www.pacific.edu/disabilities

To ensure timeliness of services, it is preferable that you obtain the accommodation letter(s) from the Office of SSD at the start of the semester or earlier. After the instructor receives the accommodation letter, please schedule a meeting with the instructor during office hours or some other mutually convenient time to arrange the accommodation(s).

SECTION 6 STUDENT SAFETY AND HARASSMENT

CRIME AWARENESS AND ON/OFF-CAMPUS SECURITY

Pacific makes every effort to ensure student safety on campus and when off campus on clinical rotations. The University and Program recommend that all students be always aware of their surroundings, and utilize common sense security techniques (i.e., keeping one hand free, locking your car and concealing valuables from view in your car.) Additionally, the University and Program recommend that students utilize any available safety systems present at clinical rotation sites, such as “security escorts to your vehicle.” If at any time a student does not feel safe in a clinical rotation site, the student is to notify the program immediately. *Students are expected to notify the program immediately if a crime occurs.*

FOR EMERGENCIES CALL 911 OR 9-911 FROM CAMPUS PHONES

Important Phone Numbers

Campus Public Safety Department (on duty 24 hours/day)
(916) 739-7200

Sacramento Fire Department (non-emergency)
(916) 808-1300

Sacramento City Police Department (non-emergency)
(916) 264-5471

Call (916) 217-0896 for 24-hour access to Public Safety when campus phone lines are down or during a campus power outage.

Emergency Management

The Campus Public Safety Department is responsible for publishing the Disaster Operations Control Plan, which is the emergency operations plan for the Sacramento Campus. In the event of a non-life-threatening emergency/incident, members of the campus community should contact Public Safety. For life-threatening emergencies, contact Public Safety and 911. The Dean or the Dean’s designee is responsible for the coordination of this plan during emergency operations through the Director of Public Safety. A copy of this plan is available in hard copy in the Director of Public Safety’s office.

For questions concerning safety and security issues, please refer to the Sacramento Campus, Department of Public Safety website:

<https://www.pacific.edu/student-life/safety-wellness/public-safety>

For the Annual Security and Fire Safety (Clery) Report, please see the Sacramento Campus, Department of Public Safety website:

<https://www.pacific.edu/student-life/safety-wellness/public-safety>

Sacramento Campus Public Safety Department
3981 32nd Street
Sacramento, CA 95817

HARASSMENT

The University of the Pacific is committed to providing a learning environment free of unlawful harassment. The University abides by federal and state laws that prohibit workplace harassment, including the California Fair Employment and Housing Act, Government Code Section 12940, et. seq., and Title VII of the Civil Rights of 1964, as amended.

The University prohibits sexual harassment, environmental harassment and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, or local law or ordinance or regulation. All such harassment is unlawful. This policy applies to all persons involved in the operation of Pacific and prohibits unlawful harassment by any employee of the University, including supervisors, co-workers and preceptors. It also prohibits unlawful harassment based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics.

- Harassment is any behavior by a person(s) that is offensive, aggravating or otherwise unwelcome to another person.
- Environmental harassment is any severe or pervasive action that results in a hostile or offensive working environment for the recipient. Environmental harassment is also known as hostile environment harassment.
- Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature. The conduct need not be motivated by sexual interest, but need only be of a sexual nature to be considered sexual harassment. Sexual harassment is one form of unlawful harassment.

Students experiencing harassment may be removed from the environment during the investigation period. All reports will be submitted to the University for a protocol-based investigation. During this investigation, students and witnesses may be contacted for further information.

<https://www.pacific.edu/campus-life/safety-and-conduct/sexual-assault-/-title-ix-resources-and-support.html>

Title IX – Responsible Party – Title IX Coordinator

The University of the Pacific seeks to promote an environment that is free of Sexual Misconduct, Discrimination, and Retaliation (Misconduct). Misconduct includes sexual violence, stalking, dating violence, domestic violence and gender-based harassment; terms that are defined in **Addendum A** of this Policy. The University seeks to educate students, faculty and staff about the issue of misconduct and to provide a clear path to resolution and correction of prohibited misconduct. The University reserves the right to respond with whatever measures it deems appropriate to prevent misconduct and preserve the safety and wellbeing of the University community. The University of the Pacific prohibits misconduct in any form. The University is committed to compliance with Title IX of the Education Amendments of 1972, the Campus SaVE Act, and state and federal sexual discrimination laws. Title IX states,

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.”

This policy applies to all University of the Pacific community members, including students, faculty, staff, administrators, consultants, vendors, and others engaged in business with the University. Every community member is responsible for complying with all University policies and procedures. The University’s prohibition of misconduct includes conduct occurring on campus or off-campus, including on-line and electronic communication or other conduct, when the University determines it has a substantial interest. University policies and procedures apply to conduct that takes place once a person becomes a student or employee of the University, including periods during academic breaks and between semesters/academic terms. This policy applies to and protects visitors to the University. Visitors may file a complaint for alleged violation(s) of University policies and procedures committed by members of the University community. University community members may be held accountable for the conduct of their guests. The University of the Pacific’s full Title IX Policy, with appendices, is available at:

<https://webshare.pacific.edu/sites/policies/Pages/Policy%20Prohibiting%20Sexual%20Misconduct%20Discrimination%20and%20Retaliation.aspx>

SECTION 7

SOCIAL MEDIA POLICY

University General Guidelines

Profile photo: The "P" graphic is reserved for social media accounts administered by the Office of Communications.

Pacific seal: The seal should not be used as an identity element on social media sites.

Naming: Refer to the University as "University of the Pacific" or "Pacific." "UOP" is not an authorized variation on the University's name.

Hashtags Use the general hashtag #UOPacific where appropriate.

The Office of Communications reserves the right to review and approve profile photos and graphic and identity elements of any University-affiliated site.

Groups that are not officially connected to the University may not use Pacific logos or wordmarks on their social media sites. This includes student organizations that are not recognized by the Office of Student Life.

Members of the Pacific community are expected to act with honesty, integrity, and respect for the rights, privileges, privacy and property of others when using social media.

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-Communications/Social-Media-at-Pacific/Social-Media-Guidelines.html>

Registered Student Organizations

Social media accounts that represent registered student organizations should be included in the University's social media directory. To list an account in the directory, complete the social media directory form:

<https://pacificweb.wufoo.com/forms/m1mdm7pe0sev7zx/>

Username and passwords should be available to an advisor or other college administrative staff member or an advisor or administrative staff member should be made an administrator on social media accounts of recognized student organizations.

Recognized student organizations are important ambassadors of the University and are expected to represent Pacific responsibly in all their activities and communications, including social media.

Personal Accounts

Each of us is responsible for what we post on our personal accounts and on the accounts of others. Our reputations are best served when we make ethical and

career-conscious choices about how we use social media. We should be cognizant that if we identify ourselves as members of the Pacific community on our personal accounts, our posts and images reflect on the institution.

Program Social Media Policy and Guidelines

Social media are internet-based tools designed to create a highly accessible information highway. They are powerful and far-reaching means of communication that, as a Nursing student at University of the Pacific, can have a significant impact on your professional reputation and status. Examples include, but are not limited to, LinkedIn, Twitter, Facebook, Flickr, YouTube, SnapChat and Instagram.

Students are liable for anything they post to social media sites and the same laws, professional expectations, and guidelines must be maintained as if they were interacting in person. The following guidelines have been developed to outline appropriate standards of conduct for your future and the reputation of our program:

1. Take responsibility and use good judgment. Incomplete, inaccurate, threatening, harassing posts or use of profanity on postings are strictly prohibited. This includes but is not limited to written posts and emoji symbols.
2. It is inappropriate to use social media sites as a venue for venting. Written or photographic posts directed toward institutional or clinical faculty/staff as well as environmental surroundings are strictly prohibited. Example: A student posts on Facebook about his frustration with a course instructor (or preceptor) after he is given feedback. The instructor is not identified by name, but is identified by title (my course instructor, or my preceptor), with negative or derogatory comments. Another example is posting photographs of facilities or any component within a facility with or without comments.
3. Negative or derogatory posts that may affect the Program's ability to operate are strictly prohibited.
4. Think before posting as internet and email archives can permanently affect your reputation.
5. Anonymous posts will be thoroughly researched to identify the corresponding IP address.
6. Social networking during class, program activities, and clinical hours is strictly prohibited.
7. HIPAA laws apply to all social networking, so it is the utmost priority to protect patient privacy by not sharing information or photographs. Example of a privacy breach: A student posts heartfelt concern on her Facebook page for a patient she is caring for. The patient is not identified by name, MR number or date of birth. However, the type of treatment, prognosis and the time of

treatment are provided and/or personal characteristics of the patient are described making the patient identifiable.

8. Protect your own privacy by using privacy settings to prevent outsiders from seeing your personal information, as you may be held liable for postings from other individuals as well.
9. If you state a connection to the University or the ELMSN Program, you must identify yourself, your role in the program, and use a disclaimer stating that your views are that of your own and do not reflect the views of the University or the ELMSN Program.
10. All laws governing copyright and fair use of copyrighted material must be followed.
11. Consult the Academic Director or the Program Director if you have any questions regarding the appropriateness of social networking use.

Failure to follow the above stated guidelines may be considered a breach of appropriate professional behavior and subject to discipline, up to and including dismissal from the Program.

The Program reserves the right to review social media prior to admission to the Program and throughout enrollment.

SECTION 8 EXAM PROTOCOL AND EXAM INTEGRITY

Examination Protocol

The following are the procedures regarding the administration of an examination. Both the student and proctor are responsible for adhering to the examination protocol. Exams may be given outside of the regularly scheduled class time. Check your schedule for dates and times.

Students are responsible for the course's instructional objectives, whether they are covered in lectures. Exam questions may be from the text, lectures, and/or handouts. All questions will be based on both the general course and any specific lecture objectives.

Attendance

- Attendance and on-time arrival are required for all scheduled examinations unless the student has obtained prior approval. Students arriving late, by no more than 15 minutes, must take the exam as scheduled within the time remaining for the scheduled exam period. For students arriving greater than 15 minutes late, the determination of the student's ability to take the exam is at the discretion of the course instructor of record or the proctor.

Exam Download

Students receive an email notification when exams are available for download. Students must download an exam a **minimum of 1 hour** before the scheduled exam start time. To minimize technological difficulties, the Program recommends downloading the exam the night before.

- Delayed initiation of an exam due to failure of the student to download the exam as instructed may result in reduced time for exam completion.

Exam Administration – In Person

- Students must stow all belongings **prior** to the scheduled exam start time.
 - Students receive the password to access an examination at the scheduled start time for the exam.
 - Students must have the examination software open and ready to receive the password prior to the scheduled start time to avoid delay in exam administration. Failure to do so may result in reduced time to complete the examination.
 - Students are required to follow the instructions of the testing administrator/proctor at all times.
-
- No talking is allowed once an examination starts.

- The Program reserves the right to assign seating.
- Earplugs may be used and will be provided. Earphones/earbuds are prohibited.
- Pencils and scratch paper are allowed for written examinations only, and both must be returned to the proctor at the completion of the exam. Placement of the student's name on the scratch paper is required. Should other writing materials be required, all materials must be returned to the exam proctor at the completion of the exam. No outside writing materials are permitted.
- Textbooks, notes, study aids, coats, and personal possessions must be placed at a site away from the student testing area.
- All electronic devices, including laptops, tablets, phones/smartphones, and smartwatches, must be turned off, stowed, and kept away from the student testing area. This rule applies to the entire testing period, including any breaks.
- Hats/caps may not be worn during any examination except for the wearing of a headpiece for religious reasons. Any student wearing a hat will be asked to remove it. Failure to comply with this or any other reasonable request of a proctor will result in the immediate dismissal of the student from the examination and may result in a zero (0) for the exam.
- Food and drinks are not allowed during exams and must be stowed with other belongings. An exception may be made at the discretion of the exam proctor in extreme circumstances. This request must be made before the exam day.
- If a restroom break is desired, students must inform the proctor and temporarily turn in the exam before leaving the room. Students will be required to sign out/in of the exam. Only one student at a time will be allowed to exit the room. Exam time continues to run while a student is out of the room.
- In consideration of other classmates, students must quietly leave the classroom upon completion of the exam. Students may not return until the exam is complete for all students.
- Students are required to upload the computer-based exam(s) before exiting the room.

Exam Administration – Remote

- Students are responsible for selecting a reduced distraction environment for the exam.
 - Noise reduction devices (headphones, ear plugs) are prohibited.
 - Students must stow all belongings **prior** to the scheduled exam start time.
 - Students receive the password to access an examination at the scheduled start time for the exam.
-
- Students must have the examination software open and ready to receive the

password prior to the scheduled start time to avoid delay in exam administration. Failure to do so may result in reduced time to complete the examination.

- Students must ensure the computer camera is uncovered.
- Examination software will be used to lock a student's computer preventing access to information stored on the hard drive and prevent the running of any additional programs in the background. Keystroke and program analysis is monitored and reviewed during the audit process.
- Students are required to always follow the instructions of the testing administrator/proctor.

Violations of the Exam protocol shall result in a referral to the Student Progress Committee.

Retesting Failed Exams

Should a student fail an examination, the student must complete a retest on the material. Exams must be taken during the Retest Period or at the course instructor's discretion.

Testing Periods

Testing occurs on an on-going basis throughout the semester. Students should expect to have multiple assessments within a single day and/or week. The Program is cognizant of student workload and monitors the assessment schedule. The Retest Period is within three (3) days after scores are released. The Retest Period may be extended at the Program's discretion. Exams occurring in the Retest Period may utilize a different format than the original exam. Students may not postpone or request a modification in a testing or retesting schedule to accommodate for other previously scheduled examinations.

Missed Exams

Should a student miss an examination, regardless of the reason, the missed examination must be taken within three (3) days of returning to classes or at the course instructor's discretion. The maximum score recorded for any make-up exam is 80%, regardless of the actual exam score.

In-Class Quizzes

The Program utilizes in-class quizzes for formative and summative assessment of student preparation for class. Therefore, there are **no make-up quizzes**. Students who arrive within the first five minutes of class will be required to take the quiz but will

not receive any additional time to complete it. Students arriving more than five minutes late to class are not allowed to complete the quiz, and a zero will be recorded.

Exam Review

Individual student reviews of any examination are prohibited. The examination software allows for a limited review upon exam submission. A general review of difficult examination material is at the discretion of the course instructor of record.

Exam Question Inquiry

Students may provide comments and feedback about specific questions on a written examination at the completion of the exam. Comments must be in writing and submitted at the time of the exam. The Program will supply paper for comments at the start of the exam. Papers must be submitted with the exam. The Program will review submitted comments prior to the finalization of exam grades. Placement of the student's name on the paper is required.

Examination Grading

The Program retains sole authority for the finalization of grades. Prior to the finalization of grades, the Program shall review exam statistics. The Program reserves the right to make grading modification until grades are finalized. The timing for finalization of grades varies upon exam type.

- Written examinations: 2-3 business days

The Program reserves the right to modify the Examination Policy at any time.

EXAMINATION INTEGRITY POLICY

Exam integrity is vital to the assessment of the academic knowledge of students. It is, therefore, essential that academic and professional standards be always maintained to ensure fairness and validity of exams. The practice of professional nursing requires the highest standards of personal and social responsibility. These standards should be fostered during your professional training as well as throughout practice. Exams are given with these principles in mind.

Students accept responsibility for these high standards by neither receiving nor providing unauthorized assistance during exams, by not using unauthorized materials during an examination, nor condoning these actions by others. Further, students will not copy the exam material, as this is a violation of the honor code. [Pacific Student Conduct](#)

Students are not to discuss the content of any exam. Do not discuss practical exam or Observed Standardized Clinical Encounters (OSCE). Although it is common for students to want to discuss the exam (written or practical) content they felt were hard or that they might have missed, do not do so. To do so may be grounds for disciplinary action up to and including dismissal from the Program.

Violation of exam integrity may be defined as any method noted by any other form of cheating, such as, but not limited to, obtaining a copy of or reconstruction from memory any portion of a current or prior exam(s); question/checklist/OSCE content or concepts (this includes recalling concepts of examination questions and generation of “practice” questions/exams using the recalled information); getting help from another student during the exam; describing exam content, passages, or graphics from the exam; identifying terms or concepts contained in the exam; sharing answers; referring others to information seen during the exam; reconstructing a list of topics on the test; and discussing exam questions, answers, passages, graphics, or topics.

SECTION 9 COURSE GRADING AND ENROLLMENT STATUS

COURSE GRADING

At the end of each course, a grade for each student will be submitted to the Registrar. The Program uses the following grading system. Grades of C, C-, D+, D- are not awarded in the nursing courses.

Grading Scale

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
A	94-100	4.00
A-	90-93	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30

ADMINISTRATIVE GRADES

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
AU	Audit	N/A
I	Incomplete	N/A
IP	In Progress	N/A
W	Withdrawal	N/A
M	Missing	N/A

Didactic Course Requirements

An overall course grade of C+ (77-79%) or higher and a minimum semester and cumulative GPA of 3.0 is required for successful progression in the Program.

The student will be required to repeat any course with a final grade less than a C+ to receive course credit. The highest grade that can be achieved for a failed course that is repeated is 90%.

Key Assessments will be identified for each course. A minimum of 83% is required to successfully complete coursework designated as a key assessment.

- Students who achieve less than 83% on a key assessment may be allowed to re-write/re-do the assignment one time at the discretion of the faculty of record with the understanding that the highest grade will be 90%. Failure to achieve 90% will result in a grade of zero points.
- All assignments must be submitted on time. Students who anticipate submitting a late assignment must notify the faculty of record at least 48 hours prior to the due date for approval. Assignments will not be accepted past the revised due date.
- Accurate APA formatting will be required in all assignments unless otherwise indicated.
- Individual graduate courses are graded by the faculty of record per syllabus guidelines.
- All students are required to submit scholarly work through Turn-It-In for plagiarism screening.

Failure to meet any of the above requirements will result in failure of the course, referral to the Student Progress Committee, and may result in placement on academic probation. If a student is already on academic probation, the course failure will meet criteria for dismissal (see Section 8).

Voluntary Leave of Absence

Voluntary leave of absence (LOA) is a form of temporary program withdrawal. The Program advises all students considering a LOA to speak with the Academic Director or their faculty advisor. Students requesting a LOA must take a LOA from all courses; a part time option is not available. A LOA can be requested for medical or personal reasons. To be eligible for a LOA, a student must be in good academic standing. The LOA request must be submitted in writing to the program PRIOR to initiating the withdrawal process with the University. Generally, LOA requests are submitted to the Office of the Registrar prior to the beginning of a semester. If this is not possible, the Program requires that all LOA requests be submitted a minimum of two weeks prior to the first course final examination for the semester. LOA requests will be reviewed by the SPC prior to acceptance. The Program reserves the right to implement criteria for reinstatement to the program and may require a student to restart the program.

The University does not have a formal LOA process. Students are considered either enrolled or not enrolled. Students who intend to take a LOA must initiate the withdrawal process in the Office of the Registrar. The withdrawal date used by Financial Aid for return in the return of Title IV Aid calculation. The effective date used by Student

Accounts for tuition refunds are based on the date of your notification to the Office of the Registrar. Requests made during the semester are governed by additional policies and the timing of such will affect housing, financial aid, tuition charged, health insurance, and progress toward a degree. Courses the student was registered for after the last day to drop appear on that student's transcript with the notation "W," but do not count in the units earned or in the calculation of the grade point average.

An official withdrawal from the University is the termination of rights and privileges offered to currently enrolled students.

Medical Leave of Absence

There are times when a student may require time away from the Program and University due to physical or psychological illness. Under these circumstances, a student may request a Medical LOA/Withdrawal from the Office of the Registrar. With written consent from the student, the medical or mental health provider providing treatment will provide written confirmation that the LOA is necessary due to the student's health. Documentation must be provided to the University **and** the Program within 14 days of the request for Medical Leave. The University may request a review of the medical or mental health documentation by a University healthcare professional or other appropriately trained professional identified by the University. This consultation may include a conversation between the treating provider and the designated University healthcare professional or representative. Students returning from a Medical Leave of Absence must be able to meet the Program Technical Standards.

Returning from a Leave of Absence

The Student Progress Committee (SPC) will review each student's ability to meet the Program Academic and Technical Standards. The SPC will also evaluate the student's preparedness to resume participation in the Program's curriculum. The SPC may recommend a student restart the program or audit courses. Additional tuition and/or fees may be applied upon returning from a LOA. Students may be required to audit or repeat passed courses to assurance competence due to individual circumstances.

Students returning from a Medical LOA will be required to provide the Program and University with a written "Statement of Readiness to Return" from the healthcare providing treatment prior to submitting a Petition to Return.

Withdrawal from Program

Students who intend to permanently withdraw from the University must initiate the process in the Office of the Registrar.

The withdrawal date used by Financial Aid for Return in the return of Title IV Aid calculation and the effective date used by Student Accounts for tuition refunds are

based on the date of your notification to the Office of the Registrar. An official withdrawal from the University is the termination of rights and privileges offered to currently enrolled students and, therefore, may not use any University facilities. Students must immediately vacate University housing.

Students who permanently withdraw from the Program, and later desire to return, must complete the same application and interview process as other applicants during a subsequent admissions cycle.

Suspension from the University

The student is temporarily separated from the University for a specified period, with or without conditions that must be satisfied before resumption of student status is permitted. The record of suspension shall appear on the student's academic transcript. The student will not participate in any University activity and will be barred from entering the campus, unless otherwise notified in writing. Suspended time will not count against any time limit requirements for completion of a degree. Suspension may be converted to dismissal if it is determined that the specified conditions or resumption of student's duties have not been satisfied. The SPC will also evaluate the student's preparedness to resume participation in the Program's curriculum, including the student's ability to meet the Program Technical Standards. The SPC may deny re-entry or recommend a student restart the program.

SECTION 10 STUDENT ASSESSMENT AND GRADING

METHODS OF STUDENT ASSESSMENT/EVALUATIONS

Evaluation of Student Performance

The modalities listed below are used to evaluate student performance in the ELMSN Program.

- Classroom examinations and quizzes (subject specific and comprehensive).
- Scholarly papers.
- Discussion board participation and postings.
- Clinical evaluations/hours and journal reflections (clinical).
- Class/Lab/Simulation assignments, skills competencies, and presentations.
- Class/Lab/Simulation attendance and/or participation.
- Individual or group case presentations/activities.
- Professionalism assessments (classroom or clinical).
- Practical examinations.
- Objective Structured Clinical Evaluations (OSCEs).
- Clinical evaluations by adjuncts/preceptors.
- Clinical practicum assignments.
- Academic faculty observations.
- Clinical preceptor (or designee) observations/evaluations.

Assessment Grading During Didactic Semesters

Failure of three (3) or more exams or major assessments (written and/or practical) across multiple courses within the academic term may result in referral to the Student Progress Committee (SPC) and placement on Academic Probation and/or failure from the program. Failure of two courses in a semester will require a referral to SPC and the student is at risk for dismissal from the Program.

Program Completion Capstone Project

All ELMSN students are required to complete an Evidence-Based Project or a Clinical Improvement Project as a culminating experience. The Capstone Project is designed to synthesize the didactic and clinical academic work completed in the Program.

A project is a significant undertaking of scholarship. It demonstrates evidence of originality and independent thinking to study a clinical problem. The written scholarly

paper will include the project's significance, objectives, methodology, findings, conclusion and recommendations. The student will identify a clinical problem to study early in the program. Students can integrate new knowledge and skills gained from coursework to develop an in-depth knowledge to study the clinical topic.

Each student will identify a clinical topic for the improvement project in semester four of the Program. Each semester the student will be required to meet with their advisor to assess progress to date.

ASSESSMENT GRADING DURING CLINICAL PRACTICUM

Please refer to the Clinical Course Syllabi for further information.

SECTION 11 PROFESSIONAL CODE OF CONDUCT

Professional Code of Conduct

Success in the nursing profession requires certain professional behavioral attributes in addition to content knowledge. Therefore, these professional behavioral attributes, to include empathy, respect, discipline, honesty, integrity, the ability to work effectively with others in a team environment, the ability to take and give constructive feedback, the ability to follow directions, and the ability to address a crisis or emergency in a composed manner, are a part of academic performance.

Nursing students must conduct themselves in a demeanor that is nothing less than professional and consistent with appropriate patient care and adhere to the Professional Code of Conduct. Students will be evaluated not only on their academic and clinical skills, but also on their interpersonal skills, reliability, and professional and behavioral conduct.

Academic Integrity

All academic written papers are Required to be Submitted Through the Plagiarism Prevention Service (Turn-it-in). Therefore, all papers need to be completed and reviewed for authentic work prior to submitting for grading. This anti-plagiarism service is used to assist students to be successful. Following the report, the student is required to correct any citations.

The ELMSN student writing guidelines requires all papers utilize the American Psychological Association's Publication Manual (APA, 2019). A rubric is provided for all written assignments and points will be deducted for APA errors or not adhering to the APA format. All references must be cited within the paper and all references included on the reference list. Title page and reference lists are not counted for the required pages for the assignment.

Papers will be evaluated based on the required criteria. Feedback from faculty may be provided to improve your assignment. If so, their recommendations should be incorporated before resubmission.

Submitting a Paper to Turn-It-In

After you have written your paper and saved to a folder, you are required to submit the paper to Turn-It-In. You will receive a report that indicates similarities between your Paper, the original source and/or existing documents. Turn-It-In highlights and alerts

the student of the percentage of the paper that is plagiarized. Plagiarism is a serious professional code of conduct breach and grounds for academic misconduct and dismissal. Therefore, the student must properly cite original work (including quotes if appropriate) to avoid academic misconduct.

Students are able to resubmit papers (overwrite a submitted paper one time) prior to submitting for grading. If the submitted paper indicates as high percentage of direct quoting and/or lack of citations and referencing, the student will receive a failing grade.

Students will be instructed to understand the procedure for submission for academic writing standards in semester one.

Respect

Students are expected to treat all patients, faculty, University staff, clinical preceptors, health care workers, and fellow students with dignity and respect. Students are expected to be respectful of University and Program policies. Students are expected to be able to follow direction and to appropriately express concerns in a professional and respectful manner. Conflicts are to be resolved in a diplomatic and reasoned manner using appropriate communication skills. Students should be sensitive to, and tolerant of, diversity in the student and patient population. Nursing education requires a close working environment with other students and includes discussion groups that may reveal personal information. These situations must be approached with respect for the privacy, confidentiality, and feelings of fellow students.

Students should offer constructive feedback in a thoughtful and reasoned manner that fosters respect and trust. Displays of anger, which include demeaning, offensive, argumentative, threatening language/behavior, or language that is insensitive to race, gender, ethnicity, religion, sexual orientation, gender identity, or disability, will not be tolerated. Students must be appropriately responsive to lawful requests from their instructors, preceptors, and clinical sites. Students shall not display disruptive or obstructive behavior at University or clinical sites. Any concerns brought to the Program regarding the student will be addressed and discussed with the student.

Communication

Effective verbal, non-verbal, written and email communications are required for quality practice. Students are expected to develop rapport with classmates, colleagues, patients and other healthcare providers. Students shall maintain effective communication in times of stress and/or when faced with complexity, uncertainty or ambiguity. In alignment with respect, students must maintain professional communication with University, Program, and clinical staff at all times, including times of

stress. Any form of communication that impedes the University's or Program's ability to do business, impacts the reputation of the University or Program, or results in the loss of an experiential facility is deemed an egregious violation of the Professional Code of Conduct and is grounds for disciplinary action, including dismissal from the Program.

Attendance

Attendance is assessed via engagement in learning activities, collaborative projects, case presentations, and clinical activities. Attendance at clinical sites are scheduled and mandated by the Board of Registered Nursing to meet RN licensing eligibility.

Timeliness

Students must submit all required assignments by their designated due date. Timeliness is an important aspect of professional behavior. Repetitive tardiness delays in paperwork/assignment submission in any portion of the Program may result in disciplinary action. Additional information regarding tardiness is noted in the [Attendance](#) section.

Reliability/Accountability

Students are expected to accept responsibility and consequences for actions, including mistakes and conflicts. Students are expected to fulfill obligations undertaken and manage time appropriately and effectively.

Flexibility

Nursing education involves instruction from practicing clinicians with unpredictable schedules and various teaching styles. At times, lecture sessions or clinical practicums may need to be adjusted with short notice. The Program believes the advantage of utilizing practicing clinicians outweighs this inconvenience and requires students to be flexible and tolerant of changes. Student schedules in the academic and clinical year may involve night and weekend hours. Students are expected to maintain a positive attitude and appropriate communication skills when changes occur.

Self-Guided Learning

Life-long learning is a fundamental component of the nursing profession. Students must demonstrate enthusiasm toward learning through participation and assignment completion. Students must take initiative and commitment to acquiring and maintaining knowledge and clinical skills throughout the educational process. Self-assessment and constructive feedback is an important component of the learning process. Students are expected to accept constructive feedback without defensiveness or excuses and incorporate the feedback to change behavior.

Teamwork

The nursing profession is based on the principle of collaboration with other healthcare professionals. The healthcare team concept has expanded to include a multidisciplinary approach. Learning to work effectively in a group and collaborative environment is key to the nurse's role. Students will be assigned to multiple educational groups throughout the curriculum. Some groups will remain the same for the length of the program, others will be course or semester specific. Students will be expected to contribute, collaborate and cooperate effectively in team and small group-based learning environments. Students will be expected to provide specific, objective and relevant constructive feedback to classmates.

Program Evaluation

Just as self-assessment is an important component of professional development, student evaluation of courses and the Program is an important component for curriculum development and improvement. Students will be required to complete course, instructor(s), and preceptor evaluations. Students are expected to provide professional constructive feedback regarding the curriculum and curriculum delivery. Evaluations will be completed electronically and will be anonymous. The Program reserves the right to withhold final grades and/or block registration for non-compliance.

Additional opportunities will be available to provide intermittent general program feedback as well. Students may schedule an appointment to discuss concerns with the Program Director throughout the Program. In addition, students will elect two representatives from each cohort to identify concerns/improvements for agenda ideas at general faculty meetings. The Program believes in an "open door" policy, so that students can discuss concerns with the Program as desired. The administration and the faculty welcome constructive feedback to improve the academic experience.

Integrity

Students are expected to follow all policies in the Professional Code of Conduct outlined in this Handbook, the University Catalog, <http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Student-Conduct/Tiger-Lore-Student-Handbook-/Pacific-Student-Code-of-Conduct.html> and the Clinical Education Handbook, including those pertaining to academic honesty. Infractions such as forgery, plagiarism, stealing/copying tests, and cheating during examinations will not be tolerated. ELMSN students are also expected to display the highest ethical standards commensurate with work as a health care professional.

Review the Code of Ethics for Nurses published by the American Nurses Association (2015).

<https://www.nursingworld.org/coe-view-only>

Confidentiality

In accordance with the Code of Ethics for Nurses and in compliance with HIPAA Standards, students must respect and maintain the confidentiality of patients. Students are not permitted to discuss any patients by name or any other identifiable means outside the clinical encounter. For academic presentations, H&P and/or SOAP note assignments, all identifiable information must be removed as per HIPAA requirements. The confidentiality of fellow students should be respected and maintained as well.

Health and Safety

Any student whose actions directly or indirectly jeopardize the health and safety of patients, faculty, clinical site staff, or fellow students may be immediately removed from the clinical site and/or face disciplinary action. Removal from a clinical practicum may delay the student's completion of the Program.

Non-discrimination

Students shall deliver health care service to patients without regard to their race, religion, gender, creed, national origin, sexual orientation, socioeconomic status, disability, disease status, legal involvement, or political beliefs.

Impairment

Students shall not appear at the University or clinical sites under the influence of alcohol or drugs.

Weapons

Students are not permitted to carry any firearms or other weapons on campus or to clinical sites.

CONSEQUENCES FOR CODE OF CONDUCT VIOLATIONS

Failure to adhere to the Professional Standards and Professional Code of Conduct will result in the following consequences for unprofessional behavior:

1. The first minor incident of unprofessional behavior:
Program Warning - The Program will provide the student with a verbal and/or written warning to change the behavior depending on the severity of the offense. The appropriate faculty member (e.g. faculty advisor or Clinical Director) will document the incident in the student file.
2. The second minor violation of unprofessional behavior:
The student may be referred to the SPC committee for disciplinary review.

3. The third minor incident or any egregious violation of unprofessional behavior:
The student will be referred to the SPC Committee.

SECTION 12

ACADEMIC AND PROFESSIONAL PROGRESS

ACADEMIC AND PROFESSIONAL PROGRESS

Academic Progress

Satisfactory academic progress must be evident and demonstrated by students to continue in the Program. Any failure to progress academically, up to and including the failure of a course, may be cause for referral to the Student Progress Committee (SPC). The SPC monitors academic progress for the entire program to include clinical performance. The ELMSN faculty have adopted an early warning alert process to promote student success. Should a faculty become concerned about a student's success, the faculty will request a meeting with the student and alert the student's advisor. This early intervention can identify learning or personal issues that could contribute to student success.

Professional Progress

Professionalism is as important as, and holds equal importance to, academic progress. Students are expected to demonstrate the legal, moral, and ethical standards required of a health care professional and display behavior that is consistent with these qualities.

Professionalism and professional ethics are terms that signify certain scholastic, interpersonal and behavioral expectations. Among the characteristics included in this context are the knowledge, competence, demeanor, attitude, appearance, mannerisms, behavior, integrity, and morals displayed by the students to faculty, staff, preceptors, clinical faculty, peers, patients, colleagues in health care, other educational settings and the public. The Program always expects professionalism and nursing professionals that uphold the codes of practice with respect and professional demeanor.

STUDENT PROGRESS COMMITTEE AND REVIEW PROCESS

Student Progress Committee (SPC)

The SPC is charged with monitoring all nursing students, both academically and professionally, promoting students who have successfully completed a semester, as well as reviewing the cases of students who meet the disciplinary criteria. The Committee is comprised of faculty members from the Nursing Program. Certain circumstances may also require the inclusion of University faculty members from programs not associated with the Nursing Program or its students, as well as the Dean

of Student Affairs and the Student Conduct and Community Standards Office. The SPC may review student records and discuss student records with appropriate faculty members and/or clinical faculty in determining an appropriate course of action for students experiencing academic and/or professional conduct difficulties in the Program. The SPC may choose to request the appearance of the student during a SPC meeting. Disciplinary action decisions are made by the SPC and forwarded to the Director of the Program for action. The SPC can assign disciplinary action statuses such as, but not limited to, probation, remediation, suspension, or dismissal. Disciplinary decisions are made on an individual basis after considering all pertinent circumstances. The chair of the SPC will issue a letter of decision to the student regarding his/her status in the Program.

Since the Program offers courses twice a year, if the SPC recommends that a student repeat an entire term, the student must take a leave of absence from the Program until those courses are offered again. A place will be held for the student to return to the Program at the beginning of the term that must be repeated.

ACADEMIC STANDING

ALL STUDENTS MUST MAKE SATISFACTORY PROGRESS TOWARD CURRICULUM COMPLETION WITHIN THE NURSING PROGRAM. STUDENTS MUST MEET THE MINIMUM AND TECHNICAL STANDARDS AND REQUIREMENTS SET BY THE PROGRAM AND THE UNIVERSITY OF THE PACIFIC TO REMAIN IN GOOD ACADEMIC STANDING. THE UNIVERSITY HAS MINIMUM CRITERIA FOR ACADEMIC PROGRESS, AS IT RELATES TO GRADE POINT AVERAGE, FOR ALL GRADUATE PROGRAMS. THE PROGRAM HAS ADDITIONAL CRITERIA THAT DEFINE ACADEMIC PROGRESS. FAILURE TO MEET ANY DEFINED CRITERIA MAY RESULT IN DISCIPLINARY ACTION AND THE CHANGING OF A STUDENT'S ACADEMIC STANDING.

Academic Standing Categories

Program Warning

Program Warning is a level of academic standing internal to the Program and is not documented on the official transcript. It is instituted when a student fails a major course or significant assessment within a course or has professionalism/conduct issues. It serves as a warning that improvement is needed. Students will be advised to meet with the faculty member and the student's advisor. A student must successfully pass re-examination or remediate the failed course material and/or demonstrate improvement in professional behaviors. Failure to successfully remediate the material may result in SPC referral (assessment) for academic success and progression. The outcome of the

SPC Committee may result in placement on Academic Probation, Program Warning, and/or the requirement plan to repeat the course(s) or dismissal from the Program. Failure to improve professional conduct issues may result in placement on Professionalism Probation, Program Warning and/or dismissal from the Program.

The following are criteria for which a student may receive a program warning:

- Failure of a course exam or learning activity.
- Failure to maintain a cumulative GPA of a 3.0 (83%).
- Failure to achieve a C+ for a course.
- Clinical practicum assignment deficiencies.
- Unsatisfactory mid-term clinical evaluations.
- Unsatisfactory clinical or preceptor evaluation during a clinical practicum.
- Professional misconduct, behavior and/or attitude inconsistent with the nursing profession.
- Verbal or written reports and/or evaluations from academic faculty, clinical preceptor or designees indicating that a student is not progressing academically and/or not demonstrating proficiency to a level as expected for the level of/timing within clinical education.
- The ELMSN faculty values students and understands that life events occur. Faculty will strive to assist students to be successful. It is expected that students will utilize student support services, incorporate faculty input and correct deficiencies to meet program expectations.
- Students are expected to be self-reflective and self-directed to be successful as a life-long learner.

Probation

Probation is a warning that there are deficiencies. Steps to remediate these deficiencies will be provided to the student. During probation, the student's academic/clinical progress and/or professional conduct will be closely monitored. Failure to demonstrate improvement in areas of deficiency may place a student in the category for dismissal. Decisions regarding Academic Probation cannot be appealed.

Academic Probation is the result of unsatisfactory academic standards (grades, failure of remediation) that may lead to dismissal from the Program. It is documented on the official transcript.

Professionalism Probation is a subcategory of Academic Probation. It is the result of unsatisfactory professionalism, which may lead to dismissal from the Program. It is documented on the official transcript as Academic Probation.

Criteria for Placement on Academic/Professionalism Probation

The following are criteria for which a student may be placed on probation:

- Failure of a course(s).
- Failure of any (initial and/or retake) exams or major assessments within a course.
- Failure of (initial and/or retake) exams or major assessments across multiple courses within the same academic term.
- Failure of re-examination under a remediation plan.
- Semester GPA is < 3.0 (83%).
- Plagiarism.
- Violation of the University of the Pacific's Code of Conduct policies or any University policies and procedures outlined in the ELMSN Student Handbook.
- Professional misconduct, behavior and/or attitude inconsistent with the nursing profession or in violation of the Professional Code of Conduct policies found in this Handbook.
- Failure to adhere to the Program policies and procedures found in the Student Handbook.
- Verbal or written reports and/or evaluations from academic faculty, clinical instructors or preceptors indicating that a student is not progressing academically and/or not demonstrating proficiency to a level where it may jeopardize patient safety.
- Verbal or written reports and/or evaluations from academic faculty, clinical instructors, preceptors, indicating that a student is not adhering to site regulations, site schedule, ethical standards of conduct, and/or limitations of the student role.
- Consistently failing to progress academically or professionally as demonstrated by repetitive failure to demonstrate competency across multiple evaluation modalities.
- Failure to maintain the ability to meet the Program's Technical Standards.
- Failure to follow or comply with requirements set forth by the SPC or Program Director.

It is important to remember that some aspects of knowledge integration and clinical judgment cannot be adequately evaluated by examinations alone. Observations from academic and/or clinical faculty are crucial for evaluating these critical skills. Failure to achieve minimum competency in coursework, including clinical assignments and satisfactory progress in professional development, behaviors and attitudes may result in probation or dismissal. A pattern of documented evaluator concerns about performance may indicate unsatisfactory progress when the record is viewed as whole, even though

passing grades have been assigned. In such instances, successful completion of a remediation plan is required to continue in the Program.

Terms of Probation

Notification:

- When a student is placed on probation, he/she will be notified in writing by the SPC chair and the reasons will be stated. A copy of this letter will be provided to the appropriate University officials and placed in the student's academic file. Probation is also noted on the official transcript.
- When the terms of probation have been satisfied, notification of removal from probation will be forwarded to the appropriate University officials, so the necessary documentation on the student's transcript can be made. Documentation will be placed in the student's academic file.

Duration of Probation:

- A student will remain on Academic Probation until the terms of probation have been satisfied, as stated in the remediation plan and probation letter. Generally, this is limited to one - two semesters.
- A cumulative term and overall cumulative GPA of ≥ 3.0 by the end of the following academic term is required of a student placed on probation.
- A student will remain on Professionalism Probation until the SPC has determined that the student has achieved an acceptable level of professional behavior.
- This information may be gained from professionalism assignments, faculty evaluations, preceptor evaluations, or any other evaluations from individuals the Program deem appropriate.

Extracurricular Restrictions:

The primary responsibility of a student is to gain the knowledge, skills, and attitudes to become a competent and professional nurse. A student on Academic Probation may not serve as an officer of any official Program or University club or organization (including holding a Class Officer position) as it may detract from time needed to be academically successful. If a student presently serving as an officer/representative is placed on Academic Probation, the other class leaders or the entire class will choose a substitute officer/representative to fulfill the position until the student is removed from probation.

Remediation

Remediation is considered a privilege with the opportunity to correct unsatisfactory performance, progress, and/or professional conduct in the Program. The offer of remediation is not automatic or guaranteed. Remediation is to be regarded as a privilege, which must be earned by a student through demonstrated dedication to learning, and active participation in the educational program to include, but not limited to, overall academic/clinical performance, regular attendance, individual initiative and utilization of resources available to him/her.

Determination of Remediation Plans:

- Following failure of a faculty directed remediation plan for a course(s) the student will be referred, for evaluation and assessment by the SPC. If the student is evaluated to be successful, the SPC will develop a remediation plan with an assigned specific period for completion. Following successful remediation, the student will be removed from Academic Probation after two semesters of academic success.
- Remediation plans/decisions cannot be appealed.

Plan Implementation:

- The SPC Chair will work with an assigned faculty member to implement the proposed remediation plan. The SPC proposed remediation plan may be amended by the Program/Academic Directors and/or assigned faculty member if needed to facilitate the remediation process.
- Meetings with student:
 - Initial meeting to develop a learning contract/plan that outlines and defines the remediation program, successful completion criteria and responsibilities of the student.
 - Student self-assessment of weaknesses and deficiencies that resulted in current academic or professionalism status. When appropriate, this self-assessment may precede remediation plan development.
 - Summaries of the meetings will be recorded/documented and retained by the Program. The frequency of student meetings during the remediation process will vary depending on the duration and the components of the remediation plan.

Plan Monitoring:

- Remediation plans are monitored by the assigned faculty member and/or the SPC.

- The Remediation Contract will be completed as needed throughout the remediation process summarizing the student's progress and compliance with remediation requirements. The frequency of intermittent assessments will vary depending on the duration and components of the remediation plan.

Post Completion Re-evaluation:

- At the completion of the remediation period, the student will be referred to the SPC for re-evaluation. Failure to meet the requirements of a remediation plan in the stipulated period may result in dismissal from the Program.

Documentation:

- Documentation of the remediation requirements, implementation process and outcome will be placed in the student's file.

The SPC may recommend a remediation plan that includes, but is not limited to, the following:

- A remediation exam of failed subject material and/or the entire course.
- Repeating the course(s) rotation(s) failed the next time the course(s) is offered.
- Content specific remediation.
- Repeating an entire academic term, with or without previously passed courses.
- Restarting the program with the next student cohort, waiving any waiting period.
- Re-enrollment only through the normal admissions process.
- Complete additional assignments/examinations of the failed subject material.
- Complete additional assignments as deemed appropriate.
- Auditing previously taken courses or laboratory/clinical classes. If a student is advised to audit a class, he/she is expected to follow the attendance policy for registered students, unless otherwise specified. Students may be required to sit for all course exams or may choose to do so. If a student takes exams, he/she must meet the same criteria as registered students in order to pass the remediation (e.g., score of $\geq 83\%$ on exams).
- Demonstrating continued competency in previously learned material by passing re-entry competency requirements for students with a remediation plan that includes extended time away from studies.
- Complete additional clinical rotations/practicums(s).
- Requiring corrective action for unprofessional behavior and/or misconduct. This may include, but is not limited to, direct apologies, letters of apology, professionalism assignments, additional clinical rotation(s), ongoing monitoring, and reports of professional behavior corrections by faculty, preceptors, etc.

In addition to the programmatic remediation plan, the Program recommends that students utilize all available resources within the University's Student Academic Support Services and/or Student Health and Psychological Support Services.

DISMISSAL

The Program, after due consideration and process, reserves the right to require the dismissal of any student at any time before graduation if circumstances of a legal, moral, behavioral, ethical, patient safety concerns, health or academic nature justify such an action.

Criteria for Dismissal

Any of the following may place a student in the category for dismissal:

- Failure of 2 or more didactic courses.
- Failure of a clinical course.
- Failure of 1 didactic courses and the clinical practicum.
- Failure of a repeated or remediated course.
- Failure by a student on probation to comply with or complete a remediation program within the defined period.
- Failure of 2 (initial and/or retake) exams or major assessments within a course.
- Failure of 2 (initial and/or retake) exams or major assessments across multiple courses within the same academic term.
- Failing to meet Academic Probation criteria for 2 or more semesters.
- Meeting 2 or more criteria for Academic and/or Professionalism Probation.
- Meeting criteria for disciplinary action while on Academic Probation.
- One egregious or ≥ 2 other occurrences of professional misconduct, behavior, and/or attitude inconsistent with the ELMSN profession or in violation of the Professional Code of Conduct Policies.
- Semester GPA of < 3.0 and/or cumulative GPA of < 3.0 after being on Academic Probation in the prior academic term.
- Violation of the University of the Pacific's Code of Conduct policies or any University policies and procedures outlined in the ELMSN Student Handbook, while currently on Academic Probation or any egregious violations that are determined to be qualification for Criteria for Dismissal.
- Verbal, written reports from academic faculty, clinical faculty/preceptors or designees indicating that a student who is already on probation is not adhering to clinical site regulations, site schedules, ethical standards of conduct, and/or limitations of student role.

- Verbal, written reports, and/or evaluations from academic faculty, clinical faculty, preceptor, or designees indicating that a student, who is already on probation, is not progressing academically and/or not demonstrating clinical or professionalism proficiency to a level where it may jeopardize patient safety.
- Consistently failing to progress academically or professionally as demonstrated by repetitive evaluative assessment failures to demonstrate competency across multiple evaluation modalities, including but not limited to, written examinations, preceptor evaluations, written assignments, faculty observation of clinical skills/decision making and/or site visits.
- Failure to maintain the ability to meet the Program's Technical Standards.
- Two or more occurrences of failure to follow Program policies and procedures as defined in this Handbook.
- Unprofessional conduct due to failure to comply with requirements set forth by the SPC and/or Program Director.

Decisions regarding dismissal are made on an individual basis after considering all pertinent circumstances and extenuating circumstances relating to the case. Other University departments may review dismissals for violations of the University Code of Conduct.

Notification of SPC Decision for Dismissal

The SPC shall notify the student in writing via University email. The student must acknowledge receipt of the letter within 24 hours. The student shall have 72 hours from the time the letter is sent to notify the Program of the student's acceptance of the dismissal or the plan to appeal. Failure to meet either deadline shall result in immediate dismissal. If a student accepts the dismissal, the dismissal is effective immediately. If a student intends to appeal the decision, the student shall remain enrolled until a final decision is determined. While the appeal is pending, the enrollment status of the student will not be altered. The student must follow all Program and University policies for enrolled students. The Program reserves the right to remove the student from clinical rotations until the appeal decision is rendered by the Program Director or Dean. Removal from a clinical rotation may delay the student's completion of the program should the appeal be granted. Delayed Program completion may result in additional tuition and/or fees.

If a student is dismissed, his/her registration will be voided, and tuition will be refunded per University policy. Notification will appear on the student's academic transcript.

SECTION 13 GRIEVANCE POLICY AND PROCEDURE

ACADEMIC GRIEVANCE POLICY

Student Academic Grievance Policy and Procedures

The following describes the grievance procedures available to students of the Entry Level Master of Science in Nursing Program in the School of Health Sciences (School). These procedures address issues that arise from, relate to, or have a direct impact on the academic activities or performance of the student, such as assignment and evaluation of academic work in the course of attempting to fulfill the requirements of a particular course or degree. These procedures afford students and the School an opportunity to resolve grievances in an equitable manner.

Definition of a Grievance

A grievance is a complaint in writing filed with the Program or the Dean of the School of Health Sciences concerning a decision or action made by the SPC Committee and/or University faculty or staff that directly and adversely affects the student as an individual in his or her academic capacity. A grievance is not a means to challenge dissatisfaction with a University policy on the grounds that the policy is unfair or inadvisable, nor should a grievance challenge individual school, department, or academic program policies, as long as those policies are not in contravention of general University policy. Additionally, a grievance is not a means to challenge any disciplinary action taken by the Program or School.

A grievance regarding an academic matter usually falls into one of the following general categories:

1. Those that derive from the application of, or decisions affected by a Program policy, such as the assignment of a grade and attendance.
2. Those that derive from matters addressed by policies, procedures, or practices of a department, school, or comparable University administrative unit.

NOTE: If an ELMSN student believes that behavior in violation of the University's policy against sexual and other unlawful harassment has occurred, the student should notify the Director of Human Resources as soon as possible. Additionally, there are grievance procedures to resolve alleged acts of discrimination outlined in the University's policy statement on prohibited discrimination. Any person having a

complaint of a violation of this policy statement should contact the Director of Human Resources. The University's policy against sexual and other unlawful harassment is available in the Department of Human Resources and through Campus Life.

<http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Sexual-Assault--Title-IX-Resources-and-Support.html>

Right to Participate in Grievances without Retaliation

No student, student's representative, or another member of the University community who assists or participates in these procedures shall be subject to adverse action by the University, based on their activity in good faith in the course of filing or participating in the grievance procedure.

INFORMAL (PROGRAM LEVEL) GRIEVANCE RESOLUTION PROCESS

Prior to submitting a formal grievance, the student shall:

1. Consult the faculty member whose action is being appealed. This consultation generally must take place within seven (7) calendar days of the start of classes after the grading period in question. The faculty member is expected to meet with the student and respond to his/her grievance in writing within seven (7) calendar days.
2. If the student and the faculty member are unable to reach an agreement, or if the faculty member is unwilling or unable to meet with the student, the student shall meet with the Department Chair/Program Director. The Department Chair/Program Director will meet with the student and may meet with the faculty member when appropriate. The Department Chair/Program Director will recommend a solution to the student in writing within seven (7) calendar days. This written notification will also include the appropriate School committee for filing a formal grievance if desired. If the Department Chair/Program Director is not available within the given time frame, the student shall contact the Associate Program Director. Should the grievance be with the Department Chair/Program Director, then the student shall contact the Dean of the School of Health Sciences.

APPEAL PROCESS FOR PROGRAM DISMISSAL

Initial Appeal to Program Director

The student has five (5) **calendar days** from the date on the dismissal letter to submit a formal written appeal to the Program Director. The written appeal must be received via email or hard copy by the Program Director within this period. The narrative should fully explain the situation and substantiate the reason(s) for advocating a reversal of the dismissal. Failure to submit an appeal within the deadline will cause the student to lose his/her right to appeal, thus resulting in immediate dismissal.

The Program Director may perform the following review methods:

1. Independent review of the student record with or without individual interviews.
2. Convene an ad hoc committee consisting of three members to review the SPC's decision. The ad hoc committee will present its findings to the Program Director for consideration.

The Program Director may grant an appeal only on the showing of one of the following:

1. The bias of one or more of the members of the SPC.
2. New information not available to the SPC at the time of its initial decision, as determined through a secondary review.
3. Procedural error.

The Program Director may choose any of the following options when an appeal to dismiss a student is under consideration:

1. Concur with the SPC decision.
2. Amend the SPC decision with or without referral to the SPC for approval.
3. Repeal the SPC decision.

Secondary Appeal to Dean of the School of Health Sciences

If the Program Director, during the primary appeals process, upholds the SPC decision for dismissal, the student has the right to submit an appeal to the Dean of the School of Health Sciences. The student has 48 hours to notify the SPC Chair of the intention to submit a secondary appeal. The student has five (5) **calendar days** from the date of the Program Director decision letter to submit a petition to appeal to the Dean of the School of Health Sciences. Amended decisions, by the Program Director, are not eligible for secondary appeal. SPC decisions based on recommendations referred to the SPC for reconsideration are eligible for secondary appeal. Failure to submit an

appeal within this period results in the loss of his/her right to appeal, resulting in immediate dismissal.

The Dean may grant an appeal only on the showing of:

1. Procedural error.

The Dean may choose one of the following options when an appeal to dismiss a student is under consideration:

The appeal decision of the Dean shall be final and binding.

1. Concur with the recommendation of the SPC.
2. Amend the recommendation of the SPC.
3. Repeal the recommendation of the SPC.

Normally, no more than 14 days should elapse between the filing of a grievance and the determination. The determination of the Dean shall be final and binding.

SECTION 14 GRADUATION REQUIREMENTS

A student will be recommended for the Entry Level Master of Science in Nursing (ELMSN) Degree provided he/she has fulfilled the following:

2. Completion of all prescribed academic requirements with a cumulative weighted grade point average of 3.0, or higher, in the Nursing Program with no incompletes or unsatisfactory grades.
3. Successful completion of the summative Clinical Improvement Project.
4. Demonstration of no deficiencies in ethical, professional, or personal conduct, which would make it inappropriate to award the degrees and receipt of a final overall satisfactory rating on the Professional Evaluation.
5. Compliance with all legal and financial requirements of the University of the Pacific.
6. Completion of the academic requirements within the required 150% of timeframe following matriculation.
7. Completion and submission of the "Application for Graduation" to the Office of the Registrar.

**UNIVERSITY OF THE PACIFIC
ENTRY LEVEL MASTER OF SCIENCE IN NURSING
DEGREE PROGRAM**

**STUDENT HANDBOOK
SIGNATURE SHEET**
Class of 2024

I have read, understand, and agree to follow the policies and procedures set forth by the University of the Pacific and the University of the Pacific ELMSN Nursing Program as outlined in this Handbook. As a student, I am responsible for referring to this Handbook for specific policies and procedures governing my status as a nursing student to include Program requirements, goals and objectives, satisfactory academic and professional progress, graduation requirements and grievance policies.

Every attempt is made to provide a complete Handbook that provides an accurate overview of the Program policies and curriculum. However, circumstances and events may make it necessary to modify the Handbook during enrollment. Any amendments shall supersede those sections of the original Handbook. I understand that amendments may be made to the policy and procedures noted within. I hereby agree to comply with all provisions listed in this Handbook and any future amendments.

Student Name (Print)

University ID Number

Student Signature

Date