



SAMUEL MERRITT UNIVERSITY  
**2017–2018**  
CATALOG



#### OAKLAND CAMPUS

3100 Telegraph Ave  
Oakland, CA 94609  
510.869.6511

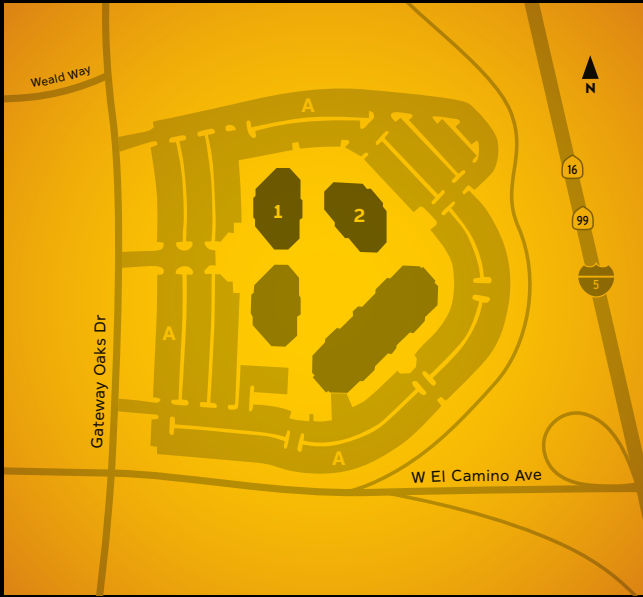
#### SACRAMENTO CAMPUS

2710 Gateway Oaks Dr  
Suite 360  
Sacramento, CA 95833  
916.646.2770

#### SAN FRANCISCO PENINSULA CAMPUS

1720 South Amphlett Blvd  
Suite 300  
San Mateo, CA 94402  
650.292.5565

SACRAMENTO CAMPUS



1 2710 Gateway Oaks (North)

- Admission
- Classrooms
- Clinical Lab & Sim Lab
- Computer Lab
- Faculty Offices
- Library
- Lounge
- Managing Director's Office
- Student Services

2 2720 Gateway Oaks

Café

A Parking

SAN FRANCISCO PENINSULA CAMPUS



1 1720 South Amplett

- 2nd Floor
- Faculty Offices
- Video Conference Room

3rd Floor

- Classrooms
- Faculty and Staff Offices
- Computer Lab
- Library
- Managing Director's Office
- Skills Lab
- Student Lounge
- Student Services

2 1726 South Amplett

Café

A Parking

## CATALOG STATEMENT

The provisions of this catalog reflect information available as of the date of publication. The provisions of this catalog are subject to change and do not constitute an irrevocable contract between any student and Samuel Merritt University. New policies and policy changes are emailed to the University community and posted two weeks prior to implementation on the University website.

## AFFIRMATION OF NONDISCRIMINATION

Samuel Merritt University does not discriminate on the basis of race, religion, color, sex, pregnancy, ethnicity, national origin (including ancestry), citizenship status, familial status, disability, age, sexual orientation, gender, gender identity, veteran or military status (including special disabled veteran, Vietnam-era veteran, or recently separated veteran), predisposing genetic characteristics or any other protected category under applicable local, state or federal law, including protections for those opposing discrimination or participating in any resolution process within the University or within the Equal Employment Opportunity Commission or other human rights agencies. Nondiscrimination is consonant with the principles and practice of the University, and is in compliance with Title VII of The Civil Rights Act of 1964, as amended, Title IX of The Education Amendments of 1972, and section 504 of the Rehabilitation Act of 1973.



## ACCREDITATION

Samuel Merritt University is accredited by the regional accrediting association, the WASC Senior College and University Commission (WSCUC). Professional programs of the University are accredited by specialized accrediting agencies. The table on page one provides information on each of the agencies by which the University and its programs were accredited at the time of publication of this Catalog.

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## SAMUEL MERRITT UNIVERSITY

Samuel Merritt University, in continuing its tradition of quality education in the health professions, offers students:

- // Undergraduate and graduate curricula which emphasize academic preparation in health science disciplines, competency for clinical practice roles, and acquisition of professional values.
- // Faculty with expertise and graduate preparation appropriate to their professional disciplines and responsibilities.
- // Low student/faculty ratios that encourages a personalized education.
- // Multiple enrollment options accommodating a wide diversity of students.
- // Outstanding clinical practice opportunities at Alta Bates Summit Medical Center and many other healthcare agencies throughout the East Bay, California and the western United States.
- // Exceptional instructional facilities including one of the largest privately supported health science library collections in the East Bay, laboratories for therapeutic exercise, exercise physiology, occupational therapy, anatomy, nursing, podiatric medicine, biomechanics, physical diagnosis, simulation, and computer learning facilities.
- // Personalized student services to support students' achievement of academic and personal goals.



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## ORGANIZATIONS ACCREDITING SAMUEL MERRITT UNIVERSITY

Organization	Address	Institutional Accrediting Agency Recognized by the US Secretary of Education and the Commission on Higher Education Accreditation (CHEA)	Last Visit	Next Visit
WASC Senior College and University Commission (WSCUC)	985 Atlantic Avenue, Suite 100 Alameda, CA 94501 510.748.9001	Institutional Accreditation for Samuel Merritt University	2011	2021
Accreditation Council for Occupational Therapy Education (ACOTE)	4720 Montgomery Lane P. O. Box 31220 Bethesda, MD 20824-1220 301.652.2682	Entry-level Master's Degree Program in Occupational Therapy (MOT)	2008	2018
Accreditation Council for Occupational Therapy Education (ACOTE)	4720 Montgomery Lane P. O. Box 31220 Bethesda, MD 20824-1220 301.652.2682	Entry-level Doctoral Degree Program in Occupational Therapy (OTD)	N/A	2018
California Board of Registered Nursing (BRN)	P. O. Box 944210 Sacramento, CA 94244-2100 916.322.3350	Baccalaureate Program in Nursing (BSN) Certificate and Master's Degree in Nursing (MSN)— Family Nurse Practitioner Program	2017	TBD
Commission on Collegiate Nursing Education (CCNE)	One Dupont Circle, NW Suite 530 Washington, DC 20036-6791 202.887.6791	Baccalaureate Program in Nursing (BSN) Master's Degree in Nursing (MSN)	2010	2020
Commission on Collegiate Nursing Education (CCNE)	One Dupont Circle, NW Suite 530 Washington, DC 20036-6791 202.887.6791	Doctor of Nursing Practice (DNP)	2012	2017
Commission on Accreditation in Physical Therapy Education (CAPTE)	Department of Accreditation American Physical Therapy Association 1111 North Fairfax Street Alexandria, VA 22314 703.706.3245 www.apta.org/CAPTE	Entry-level Doctoral Degree Program in Physical Therapy (DPT)	2017	TBD
Council on Accreditation of Nurse Anesthesia Educational Programs (COA)	222 South Prospect Avenue Park Ridge, IL 60068-4010 847.692.1160	Post-professional Certificate & Master's Degree Program in Nurse Anesthesia (MS)	2014	2024
Accreditation Review Commission on Education for the Physician Assistant (ARCPA)	12000 Findley Road Suite 150 Johns Creek, GA 30097 770.476.1224	Entry Level Master's Degree Program for Preparation of Physician Assistants	2011	2018
Council on Podiatric Medical Education (CPME)	9312 Old Georgetown Road Bethesda, MD 20814 301.581.9200	Doctoral Degree Program in Podiatric Medicine	2014	2022

## ACADEMIC CALENDAR 2017–2018

### BACHELOR OF SCIENCE IN NURSING



#### Fall 2017

03/27–04/07	Fall 2017 advising
06/19–06/23	Fall 2017 registration
07/31	New student orientation
07/31	Classes begin
08/11	Add/drop period ends
08/11	Last day to register for Fall 2017
09/04	Labor Day holiday
10/30–11/10	Spring 2018 advising
11/10	Veteran's day holiday
11/13–11/17	Spring 2018 registration

*According to class level in Spring 2018:*

*Senior I and II – registration opens at 8:30AM on 11/13*

*Junior II – registration opens at 8:30AM on 11/15*

11/20–11/24	Thanksgiving break
12/22	Official last day of Fall 2017
12/29	Grades due in Registrar's Office

#### Spring 2018

01/08/18	New student orientation
01/08	Classes begin
01/15	Martin Luther King, Jr. holiday
01/26	Add/drop period ends
01/26	Last day to register for Spring 2018
02/19–02/24	President's Holiday break
To be announced	Fall 2018 advising
To be announced	Fall 2018 registration
05/25	Official last day of Spring 2018
05/25	Commencement
06/01	Grades due in Registrar's Office



## ACADEMIC CALENDAR 2017–2018

### ACCELERATED BACHELOR OF SCIENCE IN NURSING



Oakland Campus  
(May Cohort)

#### Summer 2017

04/24	New student orientation
04/24–04/28	Summer 2017 registration
05/30	New student kick-off— <b>Mandatory</b>
05/31	Classes begin Summer 2017
07/03–07/05	Break and July 4th holiday*
08/21–08/25	Fall 2017 registration
09/04	Labor Day holiday
09/17	Last day of Summer 2017
09/24	Grades due

#### Fall 2017

09/25	Classes begin Fall 2017
11/21–11/27*	Thanksgiving break*
12/13–01/01/18*	Winter break*
01/02–01/09	Spring 2018 registration
01/15*	Martin Luther King, Jr. Holiday*
02/06	Last day of Fall 2017
02/13	Grades due

#### Spring 2018

02/12	Classes begin for Spring 2018
02/19*	President's Day Holiday*
05/25	Commencement
06/01	Last day of Spring 2018
06/08	Grades due

*\*Students may be required to attend mandatory Electronic Medical Record (EMR) training during these breaks.*

## ACADEMIC CALENDAR 2017–2018

### ACCELERATED BACHELOR OF SCIENCE IN NURSING



San Francisco Peninsula  
(January Cohort)

#### Spring 2018

11/27/17–12/01/17	Spring 2018 registration
01/08/18	New student kick off— <b>Mandatory</b>
01/09	Classes begin Spring 2018
01/15	Martin Luther King, Jr. Holiday*
02/19	President's Day Holiday*
03/19–09/23	Summer 2018 registration
04/23	Last day of Spring 2018
04/30	Grades due

#### Summer 2018

04/30	Classes begin Summer 2018
05/30	Memorial Day Holiday*
07/04	July 4th Holiday*
07/23–07/27	Fall 2018 registration
08/20	Last day of Summer 2018
08/27	Grades due

#### Fall 2018

09/04	Classes begin for Fall 2018
11/22	Labor Day Holiday*
12/23	Last day of Fall 2018
12/30	Grades due

*\*Students may be required to attend mandatory Electronic Medical Record (EMR) training during these breaks.*

## ACADEMIC CALENDAR 2017–2018

### ACCELERATED BACHELOR OF SCIENCE IN NURSING



San Francisco Peninsula  
(April Cohort)

#### Summer 2017

03/06/17–03/10/17	Summer 2017 registration
03/20	New student orientation
04/17	Classes begin Summer 2017
05/19–05/29	Memorial Day Holiday/Break*
07/03–07/07	Fall 2017 registration
07/04	July 4th Holiday
08/13	Last Day of Summer 2017
08/21	Grades due

#### Fall 2017

08/15	Classes begin Fall 2017
09/04	Labor Day Holiday
09/12–09/18	Break*
11/13–11/17	Spring 2018 registration
11/20–11/26	Thanksgiving break *
12/03	Last Day of Fall 2017
12/11	Grades due

#### Spring 2018

01/02/18	Classes begin for Spring 2018
01/15	Martin Luther King, Jr. Holiday*
02/19	Presidents Day Holiday*
04/16	Last day of Spring 2018
04/23	Grades due
05/25/18	Commencement

*\*Students may be required to attend mandatory Electronic Medical Record (EMR) training during these breaks.*

## ACADEMIC CALENDAR 2017–2018

### ACCELERATED BACHELOR OF SCIENCE IN NURSING



San Francisco Peninsula  
(June Cohort)

#### Summer 2017

04/24/17–04/28/17	Summer 2017 registration
05/01	New student orientation
06/02	New student kick-off— <b>Mandatory</b>
06/05	Classes begin Summer 2017
07/04	July 4th Holiday
09/05	Labor Day Holiday
09/11–09/15	Fall 2017 registration
10/17	Last day of Summer 2017
10/24	Grades due

#### Fall 2017

10/19	Classes begin Fall 2017
11/21–11/27 *	Thanksgiving break*
12/12–01/01/18	Winter break*
01/02–01/09	Spring 2018 registration
01/15	Martin Luther King, Jr. holiday
02/05	Last day of Fall 2017
02/06–02/11	Break*
02/12	Grades due

#### Spring 2018

02/12	Classes begin for Spring 2018
02/19*	Presidents Day Holiday*
05/25	Commencement
06/04	Last day of Spring 2018
06/11	Grades due

*\*Students may be required to attend mandatory Electronic Medical Record (EMR) training during these breaks.*

## ACADEMIC CALENDAR 2017–2018

### ACCELERATED BACHELOR OF SCIENCE IN NURSING



San Francisco Peninsula  
(November Cohort)

#### Fall 2017

10/02–10/06	Fall 2017 registration
10/12	New student orientation— <b>Mandatory</b>
11/13	First Day Kick Off— <b>Mandatory</b>
11/14	Classes begin
11/22–11/24	Thanksgiving break
12/20–01/01/2018	Winter break*
01/15*	Martin Luther King Jr. Day*
2/12–2/16	Spring 2018 registration
02/19*	President's Day*
03/13	Last day of Fall semester
03/20	Grades due

#### Spring 2018

03/26	Classes begin Spring 2018
05/28	Memorial Day*
06/11–06/15	Summer 2018 registration
07/04	Independence Day*
07/10	Last day of Spring semester
07/17	Grades due

#### Summer 2018

07/23	Classes begin for Summer 2018
09/03	Labor Day
11/16	Last day of Summer semester
11/23	Grades due

*\*Students may be required to attend mandatory Electronic Medical Record (EMR) training during these breaks.*

## ACADEMIC CALENDAR 2017–2018

**FIVE YEAR ACADEMIC CALENDAR  
ABSN SAC, RN TO BSN, AND ALL  
GRADUATE PROGRAMS (EXCLUDING CSPM)—  
ALL OTHERS USE SPECIFIC  
COHORT CALENDAR**



	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
<b>FALL TERM</b>	<b>FALL 2016</b>	<b>FALL 2017</b>	<b>FALL 2018</b>	<b>FALL 2019</b>	<b>FALL 2020</b>
Orientation: SAC ABSN	8/8	TBA	TBA	TBA	TBA
Orientation: OAK RN to BSN	8/23	TBA	TBA	TBA	TBA
Orientation: SFP RN to BSN	8/25	TBA	TBA	TBA	TBA
Orientation: SAC RN to BSN	8/26	TBA	TBA	TBA	TBA
Orientation: OAK Graduate	9/8 – 9/9	TBA	TBA	TBA	TBA
Classes begin	9/12/2016	9/11/2017	9/10/2018	9/9/2019	9/8/2020
Add/drop period	9/12 – 09/23	09/11 – 09/22	09/10 – 09/21	09/09 – 09/20	09/08 – 09/18
Last day to register	9/23/2016	9/22/2017	9/21/2018	9/20/2019	9/18/2020
Spring term advising	10/31 – 11/11	10/30 – 11/10	10/29 – 11/09	11/04 – 11/15	11/02 – 11/13
Spring term registration	11/14 – 11/18	11/13 – 11/17	11/12 – 11/16	11/18 – 11/22	11/16 – 11/20
Thanksgiving break	11/23 – 11/25	11/22 – 11/24	11/21 – 11/23	11/27 – 11/29	11/25 – 11/27
Last day of Fall term classes	12/16/2016	12/15/2017	12/14/2018	12/13/2019	12/11/2020
Final examinations	12/19 – 12/23	12/18 – 12/22	12/17 – 12/21	12/16 – 12/20	12/14 – 12/18
Grades due in Registrar's Office	12/30/2016	12/29/2017	12/28/2018	12/27/2019	12/25/2020
<b>SPRING TERM</b>	<b>SPRING 2017</b>	<b>SPRING 2018</b>	<b>SPRING 2019</b>	<b>SPRING 2020</b>	<b>SPRING 2021</b>
Orientation: OAK Graduate	12/1 – 12/2	TBA	TBA	TBA	TBA
Orientation: SFP RN to BSN	12/1	TBA	TBA	TBA	TBA
Orientation: SAC RN to BSN	12/2	TBA	TBA	TBA	TBA
Orientation: OAK RN to BSN	12/6	TBA	TBA	TBA	TBA
Classes begin	1/9/2017	1/8/2018	1/7/2019	1/6/2020	1/4/2021
Add/drop period	01/09 – 01/20	01/08 – 01/19	01/07 – 01/18	01/06 – 01/17	01/04 – 01/15
Last day to register	1/20/2017	1/19/2018	1/18/2019	1/17/2020	1/15/2021
Martin Luther King, Jr. Holiday	1/16/2017	1/15/2018	1/21/2019	1/20/2020	1/18/2021
President's holiday break	2/20 – 2/22	2/19 – 2/21	2/18 – 2/20	2/17 – 2/19	2/15 – 2/17
Summer term advising	03/13 – 03/24	03/12 – 03/23	03/11 – 03/22	03/09 – 03/20	03/08 – 03/19
Summer term registration	03/27 – 03/31	03/26 – 03/30	03/25 – 03/29	03/23 – 03/27	03/22 – 03/26
Last day of Spring term classes	4/14/2017	4/13/2018	4/12/2019	4/10/2020	4/9/2021
Final examinations	04/17 – 04/21	04/16 – 04/20	04/15 – 04/19	04/13 – 04/17	04/12 – 04/16
Grades due in Registrar's Office	4/28/2017	4/27/2018	4/26/2019	4/24/2020	4/23/2021
<b>SUMMER TERM</b>	<b>SUMMER 2017</b>	<b>SUMMER 2018</b>	<b>SUMMER 2019</b>	<b>SUMMER 2020</b>	<b>SUMMER 2021</b>
New student orientation	3/30 – 3/31	3/22 – 3/23	3/28 – 3/29	3/26 – 3/27	3/25 – 3/26
Classes begin	5/8/2017	5/7/2018	5/6/2019	5/4/2020	5/3/2021
Add/drop period	05/08 – 05/19	05/07 – 05/18	05/06 – 05/17	05/04 – 05/15	05/03 – 05/14
Last day to register	5/19/2017	5/18/2018	5/17/2019	5/15/2020	5/14/2021
Commencement	5/26/2017	5/25/2018	5/24/2019	5/22/2020	5/28/2021
Memorial Day Holiday	5/29/2017	5/28/2018	5/27/2019	5/25/2020	5/31/2021
Independence Day Holiday	7/3 – 7/5	7/4 – 7/6	7/3 – 7/5	7/2 – 7/6	7/2 – 7/6
Fall term advising	07/17 – 07/28	07/16 – 07/27	07/15 – 07/26	07/13 – 07/24	07/12 – 07/23
Fall term registration	07/31 – 08/04	07/30 – 08/03	07/29 – 08/02	07/27 – 07/31	07/26 – 07/30
Last day of Summer term classes	8/11/2017	8/10/2018	8/9/2019	8/7/2020	8/6/2021
Final examinations	08/14 – 08/18	08/13 – 08/17	08/12 – 08/16	08/10 – 08/14	08/09 – 08/13
Grades due in Registrar's Office	8/25/2017	8/24/2018	8/23/2019	8/21/2020	8/20/2021

The Academic Calendar is subject to change without notice.



## ACADEMIC CALENDAR 2017–2018

CALIFORNIA SCHOOL  
OF PODIATRIC MEDICINE



### Summer 2017

05/30–08/25	Length of semester
07/04	July 4th Holiday
TBD	National Boards Part I (3rd Year Rotations cancelled)
07/18	Classroom instruction begins— Class of 2020

### Fall 2017

08/28–12/15	Length of semester
08/23–08/25	CSPM New Student Orientation Program—Class of 2021
08/28	Classroom instruction begins— Classes of 2019 and 2021
09/04	Labor Day Holiday
TBD	National Boards Part I
10/10–10/12	Fall semester break—Class of 2020
11/23–11/24	Thanksgiving recess
12/04–12/08	Course Review Week (No new material to be presented— clinical rotations continue). Final exams may be scheduled during this week— Classes of 2019 and 2021
12/05	Spring semester courses start Class of 2020
12/11–12/15	Final examination week (3rd year rotations cancelled)— Classes of 2019 and 2021
12/16/17–01/07/18	Winter Recess

### Spring 2018

01/08–05/25	Length of semester
TBD	National Boards Part 2 (4th Year Rotations cancelled)
01/08	Classroom instruction begins
01/15	Martin Luther King, Jr. Holiday
02/19	President's Day Holiday (no classes—clinical rotation assignments may be scheduled)
TBD	National Boards Part II
03/09	White Coat Ceremony—Class of 2021
03/12–03/16	Spring Break (no classes—clinical rotation assignments continue)
TBD	OSCE Examination—Class of 2019
04/26	Last day of classes/examinations Class of 2020
TBD	National Boards Part II
05/07–05/11	Course Review Week (No new material to be presented— clinical rotations continue)— Classes of 2019 and 2021
05/14–05/18	Final examination week (3rd year rotations cancelled)— Classes of 2019 and 2021
05/18	Last day at Core Site Rotations/ Clerkships (2018)
05/24	DPM/DPT/DNP Graduation Ball
05/25	Commencement
05/27	Last day of rotations Classes of 2019 and 2020

# HISTORY AND MISSION

## HISTORY OF SAMUEL MERRITT UNIVERSITY

Samuel Merritt University was founded in 1909 as a diploma school of nursing sponsored by Samuel Merritt Hospital in Oakland, California. Named in honor of a physician, Dr. Samuel Merritt, the University has evolved over its one hundred years of existence from a hospital diploma school of nursing to a university.

Samuel Merritt University's School of Nursing has graduated more than 9,500 women and men. Throughout much of its early history, the School affiliated with other colleges and universities to offer general education and liberal arts courses. Early partners included Mills College, California State University, Hayward, and the College of Alameda. In 1977, an agreement was reached with Saint Mary's College of California, in which a cooperative program was initiated as a precursor to the current joint baccalaureate nursing program. From 1977 through 1980, students who were enrolled at Samuel Merritt took foundation liberal arts and sciences courses at Saint Mary's College and completed a major in nursing on the Samuel Merritt campus. Graduates received an associate of science degree from Saint Mary's College and a diploma from Samuel Merritt Hospital College of Nursing. The last class to complete requirements for the diploma in nursing graduated in 1983.

Samuel Merritt Hospital College of Nursing was renamed Samuel Merritt College (SMC) during the 1980s in recognition of its move to become a senior institution of higher education. A joint baccalaureate degree program in nursing was initiated in 1981, and the term, "Intercollegiate Nursing Program," began to be used to differentiate this new joint venture with Saint Mary's College. The first baccalaureate students, a group of college transfers and college graduates completing an accelerated program, were graduated in February 1984. Accreditation from the senior commission of the Western Association of Schools and Colleges (WASC, now the WASC

Senior College and University Commission, WSCUC) was also achieved by SMC in that same year. The first registered nurses to complete an RN to BSN option were graduates of the last diploma class who completed baccalaureate requirements in 1985.

Much change occurred at SMC during the late 1980s and the decade of the 1990s. The sponsoring parent institution successfully merged with a series of hospitals (Peralta Hospital in 1981, and Providence Hospital in 1991) to become Summit Medical Center. In 1999, another merger was completed with Alta Bates Medical Center, leading to the adoption of a new name, Alta Bates Summit Medical Center. At the same time, the Medical Center and the College became part of Sutter Health System. Within this time frame, SMC became the custodian of the academic records for graduates of Providence School of Nursing, which closed in 1972, and welcomed these graduates into its alumni organization.

In 1990, SMC established its first graduate degree program, a first professional degree leading to a master's in physical therapy. In 2002, this program transitioned to a first professional doctoral degree program, leading to the Doctor of Physical Therapy. Other graduate programs were developed during this period, including a master's degree in nursing (1992), and a post-professional Master of Science degree for physical therapists. In 1994, an entry-level master's degree program was established in Occupational Therapy, and in 1999, in Physician Assistant studies. At the present time, the School of Nursing offers tracks for specialization in case management, family nurse practitioner, and nurse anesthesia.

In July 2002, the California College of Podiatric Medicine (CCPM) merged with SMC. CCPM was founded in 1914 in San Francisco and is one of nine professional schools of podiatric medicine in the country. Now known as the California School of Podiatric Medicine (CSPM), CSPM is recognized for its reputation for educating outstanding podiatric physicians.

In 2002, Samuel Merritt University established its first regional campus in Sacramento to house an entry-level master of science in nursing program. The campus added the ABSN program in 2007. In 2005, the University undertook an aggressive enrollment expansion plan in nursing, given the substantial state and national shortage of registered nurses projected to last well into the third decade of the new century. In cooperation with the East Bay Community Foundation and the Gordon and Betty Moore Foundation, the University established programs on the San Francisco Peninsula in 2006 and 2007.

Today SMU offers the ABSN program at its Sacramento and San Francisco Peninsula campuses, which are completely self-contained educational centers connected to the Oakland campus via state of the art live video feed. Both campuses also have human simulation laboratory capabilities that enhance the primary Health Sciences Simulation Center on the Oakland campus, widely recognized as a premier center for immersive learning in the western United States.

On January 26, 2009, in celebration of the College's centennial, Samuel Merritt College was renamed Samuel Merritt University.

In January of 2011 the School of Nursing admitted its first cohort into the Doctor of Nursing Practice (DNP) program. As a 36-unit, six semester online program, at its inception, the SMU DNP program was one of only six DNP programs in California. The program is designed for advanced practice nurses (APRNs) and nurses in leadership positions seeking additional practice-focused academic preparation intended to transform patient and practice outcomes.

Beginning in May of 2013, the first cohort of post-baccalaureate RNs entered the FNP/DNP program, where they will complete the requirements for their Family Nurse Practitioner certificate along with their DNP degree. This is an eleven semester, 79-unit program offering a combination of online, hybrid and face-to-face delivery.

In 2015, SMU expanded by launching its Master of Science in Nursing-Family Nurse Practitioner degree, five semester fully online program. In 2016, the four semester Master of Science in Nursing-Case Management program admitted its first online students. These programs currently serve 140 licensed nurses seeking to advance their careers through online study.

SMU also launched in 2016 a new program in Oakland and Sacramento for RNs who wish to complete the BSN degree.

#### SMU Program History

	Degree	Year Established
Nursing*	Diploma	1909
Nursing* (Intercollegiate Nursing Program)	BSN	1981
Nursing* RN-BSN option	BSN	1984
Nursing Program for College Graduates/FastTrack BSN*	BSN	1988
Master of Physical Therapy*	MPT	1990
Nursing (Administration*, High Risk Populations*)	MSN	1992
Nursing (Family Nurse Practitioner)	MSN	1993
Physical Therapy Post-Professional Master of Science*	MS	1993
Nursing (Nurse Anesthesia & Medical Surgical*)	MSN	1994
Master of Occupational Therapy	MOT	1994
Nursing (Entry-Level Master's for College Graduates)	MSN	1996
Nursing (Case Management)	MSN	1997
Nursing (RN-BSN-MS with Saint Mary's College)*	BSN, MSN	1997
Health and Human Sciences*	BS	1998
Master Physician Assistant	MPA	1999
Nursing (On-line Degree Completion for Advanced Practice Nurses)*	MSN	2001
Nursing (Entry-Level Master's for College Graduates)—Sacramento Regional Center	MSN	2002
Doctor of Physical Therapy	DPT	2002
Doctor of Podiatric Medicine	DPM	2002**
Nursing (Partnership Programs)	BSN	2004
Nursing (Accelerated BSN)	BSN	2005
Nursing (Doctor of Nursing Practice)	DNP	2011
Nursing (RN to BSN)	BSN	2016

\* Program discontinued

\*\* Originally established at the California College of Podiatric Medicine in 1914.

## STRATEGIC DIRECTION OF SAMUEL MERRITT UNIVERSITY

Samuel Merritt University has defined a bold and forward-looking vision that will sustain the University as a first class accredited institution of higher learning. The University is focused on strategies to enhance instructional innovation, expand learning and laboratory facilities, and provide the highest levels of expert faculty and staff to support undergraduate and graduate students.

### MISSION

Samuel Merritt University educates students to become highly skilled and compassionate healthcare professionals who positively transform the experience of care in diverse communities.

### VISION

**Samuel Merritt University will become nationally recognized as a premier, multi-specialty health sciences institution.** Expert faculty and staff will shape an inclusive learning environment where all students experience best teaching practices and state-of-the-art learning approaches. The University will select and support students who will flourish in its rigorous academic programs, learn to practice expertly, and pass licensure or certification examinations on first attempt.

### VALUES

At Samuel Merritt University we value...

- // A learning environment where we challenge ourselves and our students to think critically, seek mastery, and act compassionately.
- // A collegial environment where we are fair, respectful, and behave with integrity.
- // A collaborative environment where we partner with one another and with others in the community.
- // An innovative environment where we take reasoned risks and move nimbly.
- // A results-oriented environment where we provide and expect exceptional performance and service.

# PRINCIPLES OF COMMUNITY

## PRINCIPLES OF COMMUNITY

Samuel Merritt University is committed to creating a diverse, equitable, and inclusive learning community, workplace, and campus environment. We demonstrate this commitment by ensuring that SMU is a community where:

- // We affirm the value of human diversity, respecting our differences, while acknowledging our common humanity.
- // We affirm the inherent dignity and value of every person and strive to maintain a climate based on mutual respect, fairness, and inclusion, calling for civility and decency in our personal interactions, regardless of position or status in the academy.
- // We respect the right of freedom of expression within our community and value the different perspectives of others; recognizing and appreciating these differences builds trust and contributes to the excellence of the University.
- // We challenge all forms of behavior that are prejudicial, discriminatory, and detrimental or contrary to the values expressed in this document; and we take responsibility for increasing our own understanding of these issues through education and our interactions with one another.

AS A COMMUNITY, WE ARE COMMITTED, INDIVIDUALLY AND COLLECTIVELY, TO EMBODYING AND SAFEGUARDING THESE PRINCIPLES.

# ACADEMIC DIVISION

## ORGANIZATION OF ACADEMIC UNITS

The Academic Division of Samuel Merritt University offers baccalaureate, master's and doctoral programs in two professional Schools (Nursing and Podiatric Medicine) and three departments (Occupational Therapy, Physical Therapy, and Physician Assistant). The division also maintains responsibility for the John A. Graziano Memorial Library, Academic and Instructional Innovation, and the Department of Institutional Research.

The School of Nursing operates programs on the Oakland campus, the Sacramento Campus, and the San Francisco Peninsula Campus. Nursing programs include the Bachelor of Science in Nursing Program (both generic and RN to BSN), and Accelerated Bachelor of Science in Nursing program (undergraduate studies), and graduate programs, which include the Entry-Level Masters Degree Program, Nurse Anesthesia, Case Management, Family Nurse Practitioner, and the Doctor of Nursing Practice Program.

## OAKLAND CAMPUS

The main campus of Samuel Merritt University is located in Oakland at 3100 Telegraph Avenue on the Summit campus of Alta Bates Summit Medical Center. The University operates in several facilities on the campus, including the Health Education Center, Peralta Pavilion, Peralta Medical Office Building, and South Pavilion. All non-nursing graduate programs are based on the Oakland campus. Nursing programs include those listed above.

## SACRAMENTO CAMPUS

The Sacramento Campus houses complete, free-standing educational programs in nursing, including the ABSN, RN to BSN, and the Entry-level Masters Degree Program, case management and family nurse practitioner.

## SAN FRANCISCO PENINSULA CAMPUS

The San Francisco Peninsula Campus houses complete, free-standing educational programs, including the ABSN and RN to BSN.



## TECHNICAL STANDARDS

In accord with Institutional Learning Outcomes, specified program outcomes, and licensure requirements for each health science program, enrolled students are expected to complete all academic and clinical requirements of their respective program. Students should refer to the cognitive, affective, and psychomotor skills deemed essential to the completion of their program. Technical standards are published on the University website and are available from the Disability Resource Center (DRC) upon request.

## PHILOSOPHY OF TEACHING AND LEARNING

The philosophy of teaching and learning at Samuel Merritt University consists of a system of beliefs and values about the partnership between faculty members and students in the teaching and learning process. Our philosophy is directed toward the preparation of healthcare practitioners whose practice is planned and coordinated around the unique qualities of each person served. Our philosophy requires that our graduates use sound reasoning that incorporates the current best evidence, their clinical expertise, and the preferences of the people served.

In the partnership between student and faculty, we believe that the responsibility for effective learning ultimately rests with the student. Our partnership honors and respects the varied life experiences students bring to the learning environment. Learning is a social process and takes place within the context of the learner's life style, culture, and readiness to learn. Process, outcomes, and competencies are integral to the educational enterprise.

Faculty members, as the experts in the discipline and in the academy, have the responsibility to establish an environment conducive to learning, exhibit expertise within their discipline, and facilitate learning through use of current, best practices of effective teaching and learning.

Programs, curricula, and courses are designed to value active, experiential learning and collegial, scholarly, and effective interaction among students and faculty. Faculty members have a fiduciary responsibility for the students who trust us to create an effective learning environment. We believe that clinical and practical applications, grounded in the basic sciences, social sciences, and humanities, provide a critical foundation for learning in the health professions. Ultimately, the responsibility our graduates have for the health of the people they serve requires that they integrate, apply, and critically evaluate their learning throughout all phases of their health professional education.

## COURSE CREDITS AND COURSE NUMBERING SYSTEM

Samuel Merritt University uses the semester unit system for representing course credits.

One unit is awarded for each hour of classroom work per week, with the expectation that students will spend an additional three hours per week in study outside of the classroom. A semester normally includes 14–16 weeks of instruction. Thus a class which meets for at least fifty minutes three times per week is credited as three semester units of credit. Undergraduate laboratory work is credited at one unit per three contact hours. One hundred and twenty semester units is the minimum required for a baccalaureate degree and thirty-six semester units of credit is the minimum required for the award of a master's degree at Samuel Merritt University. The course numbering system is as follows:

### UNDERGRADUATE COURSES

- 000–099** Assigned to Lower Division Courses
- 100–199** Assigned to Upper Division Courses
- 400–499** Assigned to RN to BSN Courses

### GRADUATE COURSES

- 500–599** Assigned to courses taught at the graduate level in preparation for a graduate degree program
- 600–699** Assigned to courses at the master's and doctoral level
- 700–799** Assigned to courses at the doctoral level

## MEMBERSHIPS

Samuel Merritt University maintains memberships in the following associations:

American Association for Higher Education	Ethnic Health Institute
American Association of Colleges of Nursing	Medical Library Association
American Association of Colleges of Podiatric Medicine (AACPM)	National Association of Accelerated Programs
American College Health Association	National Association of Advisors in the Health Professions
American Council of Education	National Association of College and University Business Officers
American Library Association	National Association for Graduate Admission Professionals
Association for Student Conduct Administration	National Association of Student Financial Aid Administrators
Association of Independent California Colleges and Universities	National Association of Student Personnel Administrators (NASPA)
Association of Physician Assistant Programs	National League for Nursing
Association on Higher Education and Disabilities	North American Association of Commencement Officers (NAACO)
Black Chamber of Commerce	Northern California Consortium of Psychology Libraries
Califa Library Group	Oakland Metropolitan Chamber of Commerce
California Association of Colleges of Nursing	Public Responsibility in Medicine and Research (PRIM&R)
California Association of Student Financial Aid Administrators	Specialized Colleges of Nursing and Health
Case Management Society of America	Statewide California Electronic Library Consortium
Coalition for Disability Access in Health Science and Medical Education	Western Association of Advisors in the Health Professions
The College Board	Western Association of College and University Business Officers
East Bay Consortium of Education Institutions, Inc.	Western College Association
	Western Institute of Nursing

\* The letter L is used to denote laboratory courses or sections.

## SMU INSTITUTIONALLY ESTABLISHED EQUIVALENCY

A credit hour is defined as an amount of work that reasonably approximates one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week (Carnegie Unit Definition), for approximately fifteen weeks or the equivalent of one semester.

This policy makes no attempt to award units to clinical or laboratory hours by any standard methodology. The University's expectation is that clinical or laboratory ratios may vary by program.

# NURSING

## HISTORY

The School of Nursing offered the first academic program under the aegis of Samuel Merritt Hospital in 1909. Over 3,000 nurses graduated during the first 100 years of its existence. In 1977, a cooperative associate degree-diploma in nursing program was initiated with Saint Mary's College of California. In 1981, in a new cooperative endeavor with Saint Mary's College, the first students were admitted to a joint baccalaureate degree program. Graduate programs in nursing were initiated in 1992 and today include programs in case management (1997), family nurse practitioner (1993), and nurse anesthesia (1994). An entry-level master's degree option for college graduates (ELMSN) was initiated in 1996. A Bachelor of Science accelerated program for college graduates (ABSN) admitted its first class in 2005. In 2001, nursing became the first program to be offered at a distance from the campus with the inauguration of the ELMSN program at the Sacramento Campus. In 2006, the ABSN program opened a San Francisco Campus and in 2007 expanded to Sacramento and San Mateo. The Doctor of Nursing Practice (DNP) program admitted the first class in January 2011.

## PHILOSOPHY

Nursing is a dynamic, evolving discipline based on knowledge of human health derived from the integration of research, theory, and practice. The consistent

orientation of nursing is to provide care that promotes well-being in the people served (ANA, 1995, p.6). The ultimate goal of nursing is to assist individuals, families, and communities to achieve optimal health within the parameters of applicable social, cultural, and environmental systems. The professional nurse consults with other health professionals, forms independent clinical judgments, and makes autonomous decisions based on a systematic problem-solving approach. Students and faculty are committed to principles of shared responsibilities for continuous learning, self-assessment, and practice improvement.

## MISSION

We are committed to educational innovation in theory and practice to prepare highly competent professional nursing leaders who are engaged in the advancement of nursing practice and the improvement of health for diverse populations/peoples.

## VALUES

**Social Justice:** We believe in a fair, equitable, ethical, respectful, and dignified environment.

**Evidence-based:** We believe in the conscientious, explicit, and judicious use of current best evidence in guiding nursing education and clinical decisions about the care of individuals, groups, and communities.

**Culture:** We are committed to self-evaluation and self-critique to redress power imbalances and to develop and maintain mutually respectful and dynamic partnerships with individuals, groups, and communities. We recognize that culture matters in clinical care and in the educational environment. Culture comprises multiple variables and is a process of meaning-making in which faculty and students are engaged with others.

**Lifelong Learning:** We are committed to life-long, continual self assessment and the conscientious and diligent pursuit of excellence.

**Compassion and Caring:** We treat those we serve, and one another, with concern, kindness and respect.

**Collaboration and partnership:** We continually seek to collaborate with a focus on merging the insights of persons with differing perspectives, recognition of other's concerns and expertise, with a high degree of assertiveness and cooperation to jointly develop integrated solutions.

## ACCREDITATION

The nursing programs are approved by the California Board of Registered Nursing, and accredited by the Commission on Collegiate Nursing Education (CCNE). In addition, the Program of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).

# BACHELOR OF SCIENCE IN NURSING

Students looking to earn a Bachelor of Science in Nursing (BSN) may enter the University in one of three ways:

1. Transfer Entry. Samuel Merritt University admits transfer students on a space available basis in fall and spring. The admission is as a first semester junior and it will take four semesters to complete the program.
2. Accelerated Bachelor of Science in Nursing (ABSN). The ABSN is designed for someone who has his/her/hir bachelor's degree in a non-nursing field. The ABSN will be completed in 12 months of intensive nursing theory courses and clinical education. The ABSN program is offered on the main campus in Oakland, and at our campuses in San Mateo and Sacramento.
3. The RN to BSN program is designed for working Registered Nurses who want to earn a BSN. Admission is in spring, summer and fall semesters. The program is part time (6 units per semester) over five semesters (20 months). Students are expected to take all courses in a semester and each semester in sequence. Normally all courses are taken in residence.

For more information on any of these programs, please contact the Office of Admission or visit the Samuel Merritt University website ([www.samuelmerritt.edu](http://www.samuelmerritt.edu)).

## GOALS

The goals of the Baccalaureate Nursing Programs are to:

- // Educate professionals who are grounded in the liberal arts and the discipline of nursing and who demonstrate competence in practice, skills in inquiry, and who are guided by ethical and humanistic values.
- // Offer baccalaureate education in nursing for learners with varied educational and cultural backgrounds who are capable of providing healthcare to diverse client populations and exercising leadership in a variety of settings.
- // Provide a forum for analysis of issues in nursing and healthcare that supports the preparation of graduates who are client advocates and who are able to facilitate change in healthcare environments.
- // Provide an environment in which faculty and students engage in scholarly activities in order to contribute to the body of nursing knowledge through practice, education, and research.
- // Prepare graduates who are consumers of research with an ability to translate research findings into practice and who are prepared for graduate education.
- // Prepare graduates who contribute to the advancement of nursing as a profession and to the improvement of healthcare through participation in professional organizations.

- // Prepare professionals who are capable of exercising citizenship in a world community and have an appreciation for community service, life-long learning, and an enriched human existence.

## CURRICULUM

Education for the professional nurse emphasizes liberal and professional education, skilled nursing practice, values, and attitudes. The curriculum for the preparation of the nurse in the Baccalaureate Nursing Programs is based upon the philosophy of the faculty and student learning outcomes, as well as knowledge and theory from the various disciplines and nursing. The liberal learning and science requirements from our partner colleges have been designed to meet both Samuel Merritt University's requirements for liberal learning as well as those required by our accreditation bodies. Four major concepts are used to provide organizational focus in nursing courses. These concepts include person, environment, health, and nursing.

## PROGRAM LEARNING OUTCOMES

The prelicensure nursing programs, built upon a foundation of science and liberal arts education, prepare individuals for beginning professional practice and provide a foundation for graduate study. Based upon the School's philosophy and purposes, upon graduation, the student will:

1. Demonstrate respect for the inherent dignity of individuals and groups in the delivery of nursing care within an appropriate moral, ethical and legal framework.
2. Integrate theory, research and knowledge from nursing, the physical, behavioral sciences, and humanities to improve the quality of care provided to clients.
3. Use effective communication principles in facilitating professional relationships with clients, families, and healthcare system colleagues.
4. Demonstrate clinical reasoning in planning, delivering and evaluating care directed at disease prevention, health promotion and restoration, across the life span to diverse clients.
5. Critically analyze research findings for application in the provision of therapeutic, evidence-based nursing interventions.
6. Analyze the effects of changing social, cultural, legal, economic, global political and ethical trends on health-care policy, financing and regulatory environments.
7. Collaborate effectively with multidisciplinary practitioners to promote illness prevention and the health and welfare of individuals, families and communities.
8. Apply standards of practice within an ethical decision making framework in the provision of nursing care that meets clients' healthcare needs.

9. Use leadership and management principles in the delegation and supervision of nursing care while retaining accountability for the quality of care given to the client.
10. Use emerging healthcare information technologies to evaluate client care and advance client education.
11. Articulate a philosophy of self-care and professional development.

## BACHELOR OF SCIENCE IN NURSING DEGREE

**Degree Requirements:** Admission to the Samuel Merritt University BSN program is dependent upon several factors, including completion of all required prerequisites with a grade of C or higher prior to the start of the program. A prerequisite GPA will be considered and it is strongly recommended that this GPA exceed a 3.0. The HESI Admission Assessment (A2) is also used in determining admission and is required for all applicants by the deadline date for applications. While there are no minimum required scores, it is highly suggested that HESI A2 scores meet or exceed the national score averages. Successful completion of a criminal background check, required health forms and BLS for Healthcare Providers are also required prior to matriculation (See Background Check Policy, page 142).

**Transfer Students:** Transfer students may be enrolled in the program. Students who desire to transfer into the Nursing program must meet all of the same requirements expected from the colleges and the university named above. Prospective students are asked to check the Samuel Merritt University website ([www.samuelmerritt.edu](http://www.samuelmerritt.edu)) for updates on admission requirements and ability to be admitted as a transfer student.

## BSN GRADUATION REQUIREMENTS

1. Minimum of four (4) semesters of full-time study.
2. Completion of all courses stipulated by the program with a cumulative GPA of no less than 2.0.
3. Completion of all clinical practice hours as stipulated by the program.
4. Satisfactory discharge of all University and program debts.
5. Satisfactory completion of all program outcomes.

## BSN CURRICULUM OVERVIEW YEARS THREE AND FOUR

### JUNIOR YEAR—33 UNITS

JUNIOR ONE		UNITS
NURSG 111	Pathopharmacology for Nursing Practice I	3.0
NURSG 125	Health Assessment I	4.0
NURSG 129	Psychiatric/Mental Health Nursing	5.0
NURSG 137	Introduction to Professional Nursing	3.0
<b>Total</b>		<b>15.0</b>

JUNIOR TWO		
NURSG 112	Pathopharmacology for Nursing Practice II	3.0
NURSG 127	Managing Care of Adults I-II	10.0
NURSG 128	Healthy Aging	2.0
	General Education I	3.0
<b>Total</b>		<b>18.0</b>

### SENIOR YEAR—34 UNITS

SENIOR ONE		UNITS
NURSG 108	Nursing Research	2.0
NURSG 144	Care of the Childbearing Family	5.0
NURSG 158	Nursing Care of Infants, Children and Youth Populations	5.0
NURSG 164	Managing Care of Adults III	5.0
<b>Total</b>		<b>17.0</b>

SENIOR TWO		
NURSG 160	Nursing Leadership, Management and Health Policy	3.0
NURSG 170	Community Health Nursing	5.0
NURSG 190	Senior Synthesis	6.0
	General Education II	3.0
<b>Total</b>		<b>17.0</b>
<b>Total Units</b>		<b>67.0</b>



## ACCELERATED BACCALAUREATE PROGRAM (ABSN)

Samuel Merritt University, School of Nursing, offers an accelerated baccalaureate program (ABSN) for candidates with degrees in other fields. The program recognizes each individual's past experiences and academic achievements and builds upon these assets. It provides a mechanism for graduates with non-nursing degrees to change careers efficiently and effectively. Because of these basic premises, the curriculum is different from the traditional BSN.

The program is designed to be completed in 12 months. The curriculum includes three terms of intensive study at a rapid pace. Although the curriculum and format are different from Samuel Merritt's traditional BSN program, the goals, student learning outcomes, and foundational concepts are the same.

The ABSN is offered on the Oakland campus, the Sacramento Campus, and the San Francisco Peninsula Campus in San Mateo.

## ACCELERATED BSN GRADUATION REQUIREMENTS

1. Minimum of three (3) semesters of full-time study.
2. Completion of all courses stipulated by the program with a cumulative GPA of no less than 2.0.
3. Completion of all clinical practice hours as stipulated by the program.
4. Satisfactory discharge of all University and program debts.
5. Satisfactory completion of all program outcomes.

## ABSN CURRICULUM OVERVIEW

SEMESTER I	UNITS
<b>NURSG 125</b> Health Assessment I	2.5
<b>NURSG 138</b> Introduction to Professional Nursing and the Healthcare Delivery System	2.0
<b>NURSG 120</b> Managing Care of Adults I	5.0
<b>NURSG 126</b> Health Assessment II	2.5
<b>NURSG 128</b> Healthy Aging	2.0
<b>NURSG 136</b> Managing Care of Adults II	5.0
<b>Total</b>	<b>19.0</b>
SEMESTER II	
<b>NURSG 108</b> Nursing Research	2.0
<b>NURSG 144</b> Care of the Childbearing Family	5.0
<b>NURSG 158</b> Nursing Care of Infants, Children and Youth Populations	5.0
<b>NURSG 164</b> Managing Care of Adults III	5.0
<b>Total</b>	<b>17.0</b>

## SEMESTER III

<b>NURSG 129</b> Psychiatric/Mental Health Nursing	5.0
<b>NURSG 170</b> Community Health Nursing	5.0
<b>NURSG 160</b> Leadership, Management, Healthcare Policy	3.0
<b>NURSG 181</b> Senior Synthesis	3.0
<b>Total</b>	<b>16.0</b>
<b>Total Units</b>	<b>52.0</b>

## RN TO BSN PROGRAM

Samuel Merritt University's RN to BSN program is designed to help working RNs gain the attitudes, skills, and knowledge needed to change healthcare delivery. As a RN to BSN student, you will start the program with a meditation course to help strengthen your therapeutic presence and enrich your self-care practices. You will deepen your knowledge of the evidence and science that supports expert nursing care. You will hone your communication and teamwork skills. Because much of the healthcare system is designed for industry rather than patients, we will build your confidence and leadership skills to transform "delivery systems" into healing environments.

## PROGRAM LEARNING OUTCOMES

The RN to BSN nursing program builds on a foundation of science and liberal arts, strengthens professional practice, and provides a foundation for graduate study. Based on the School's philosophy and purposes, upon graduation, learners will:

1. Demonstrate respect for the inherent dignity of individuals and groups in the delivery of nursing care within an appropriate moral, ethical and legal framework.
2. Integrate theory, research and knowledge from nursing, the physical, behavioral sciences, and humanities to improve the quality of care provided to clients.
3. Use effective communication principles in facilitating professional relationships with clients, families, and healthcare system colleagues.
4. Demonstrate clinical reasoning in planning, delivering and evaluating care directed at disease prevention, health promotion and restoration, across the life span to diverse clients.
5. Critically analyze research findings for application in the provision of therapeutic, evidence-based nursing interventions.
6. Analyze the effects of changing social, cultural, legal, economic, global political and ethical trends on healthcare policy, financing and regulatory environments.
7. Collaborate effectively with multidisciplinary practitioners to promote illness prevention and the health and welfare of individuals, families and communities.
8. Apply standards of practice within an ethical decision making framework in the provision of nursing care that meets clients' healthcare needs.

9. Use leadership and management principles in the delegation and supervision of nursing care while retaining accountability for the quality of care given to the client.
10. Use emerging healthcare information technologies to evaluate client care and advance client education
11. Articulate a philosophy of self-care and professional development.

## CURRICULUM

Education for the professional nurse builds on the liberal arts and sciences and skilled nursing practice, values, and attitudes. The RN to BSN curriculum is grounded in Caring Science, and applicable knowledge and theory from nursing and other disciplines. The RN to BSN program is a part-time program with sequential coursework. Students are expected to take all courses in a semester and each semester in sequence. Normally all courses are taken in residence.

## RN TO BSN GRADUATION REQUIREMENTS

1. Completion of all courses stipulated by the program and the SMU School of Nursing, with a cumulative GPA of no less than 2.0.
2. Satisfaction of the program's residency requirement (30 credits).

## RN TO BSN CURRICULUM OVERVIEW

TERM I	UNITS
<b>GENED 410</b> Mindfulness-based Stress Reduction	2.0
<b>GENED 431</b> Applied Research and Statistics I	1.0
<b>GENED 440</b> Health Policy I	1.0
<b>NURSG 460</b> Quality, Safety and Leadership I	2.0
<b>Total</b>	<b>6.0</b>
<b>TERM II</b>	
<b>GENED 432</b> Applied Research and Statistics II	1.0
<b>GENED 442</b> Health Policy II	1.0
<b>GENED 456</b> Genetics & Genomics	2.0
<b>NURSG 470/470L</b> Community/ Public Health Nursing I	2.0
<b>Total</b>	<b>6.0</b>
<b>TERM III</b>	
<b>GENED 433</b> Applied Research and Statistics III	1.0
<b>NURSG 450</b> Nursing Science I	1.0
<b>NURSG 464</b> Quality, Safety and Leadership II	2.0
<b>NURSG 472/472L</b> Community/ Public Health Nursing II	2.0
<b>Total</b>	<b>6.0</b>
<b>TERM IV</b>	
<b>NURSG 434</b> Applied Research and Statistics IV	2.0
<b>NURSG 452</b> Nursing Science II	2.0
<b>NURSG 466</b> Quality, Safety and Leadership III	2.0
<b>Total</b>	<b>6.0</b>

## TERM V

<b>NURSG 454</b> Nursing Science III	2.0
<b>NURSG 468</b> Quality, Safety and Leadership IV	2.0
<b>GENED 490</b> Humanities in Health and Illness	2.0
<b>Total</b>	<b>6.0</b>
<b>Total Units</b>	<b>30.0</b>

# MASTER OF SCIENCE IN NURSING

## DESCRIPTION

The graduate program in nursing prepares nurses for advanced roles. A minimum of 36 semester units of study is required for the master's degree, but specific tracks may require more units of study to provide adequate mastery of theory and clinical skills appropriate for advanced roles. Two types of entry options are offered: the entry-level, first professional degree for college graduates who are seeking to become nurses (ELMSN), and the post-professional master's degree for students who are already registered nurses. In addition, post-master's certificates are offered in advanced practice programs for those nurses who already have a graduate degree in nursing but who are seeking preparation for a new role.

The graduate curriculum is designed to prepare students to meet specific competencies at the completion of the program. Core courses, courses with a research focus, and courses in the specialty area are sequenced in order to enable students to develop advanced nursing skills progressively as they move through the program. A graduate level synthesis project, which may include a comprehensive exam, directed study special project, or a thesis, is required as a final graduate-level project.

## GRADUATE EDUCATION

We believe that new knowledge and advances in science, philosophy, and technology necessitate advanced preparation to enable the practitioner to make complex decisions in delivering healthcare to individuals and groups. Graduate education programs for the professional must be conducted in an environment in which scholarship, research, creativity, clinical practice, and professional activity are valued. The development of graduate students' critical inquiry skills and abilities is central to clinical practice and the evolution of the profession. Furthermore, we believe that students admitted to the graduate programs acquire skills in inquiry and scholarship in conjunction with expert faculty who direct study, inspire problem-solving, and promote professional growth.

## GOALS

The goals of the Master of Science in Nursing program are to:

- // Prepare nurses for advanced nursing roles in case manager, family nurse practitioner, and nurse anesthetist.
- // Prepare graduates for leadership roles in the healthcare system at the regional, state, and national levels.
- // Prepare nurses who can identify researchable problems, participate in conducting research, and promote the use of research findings in practice.
- // Provide the foundation for doctoral study.

## ENTRY-LEVEL MASTER OF SCIENCE IN NURSING (ELMSN)

Designed for college graduates seeking a new career in nursing, the entry-level master's degree program (ELMSN), offers preparation for RN licensure and a choice of two graduate tracks on the Oakland campus and the Sacramento Campus. The ELMSN program at the Oakland campus admits students in the fall semester; the program at the Sacramento campus admits students in the spring semester.

The graduate options in the ELMSN program include: case management (CM) and family nurse practitioner (FNP). All options have identical full-time coursework for the first four semesters, after which, students may take the RN licensure examination. The case management track includes an additional three semesters and the FNP track an additional six semesters. Both tracks are designed for either full or part-time study after licensure. In order to progress into the seventh semester in the CM and FNP programs, ELMSN students are required to have passed the NCLEX examination.

## PROGRAM LEARNING OUTCOMES

The prelicensure nursing programs, built upon a foundation of science and liberal arts education, prepare individuals for beginning professional practice and provide a foundation for graduate study. Based upon the School's philosophy and purposes, upon graduation, the student will:

1. Demonstrate respect for the inherent dignity of individuals and groups in the delivery of nursing care within an appropriate moral, ethical and legal framework.
2. Integrate theory, research and knowledge from nursing, the physical, behavioral sciences, and humanities to improve the quality of care provided to clients.
3. Use effective communication principles in facilitating professional relationships with clients, families, and healthcare system colleagues.
4. Demonstrate clinical reasoning in planning, delivering and evaluating care directed at disease prevention, health promotion and restoration, across the life span to diverse clients.
5. Critically analyze research findings for application in the provision of therapeutic, evidence-based nursing interventions.

6. Analyze the effects of changing social, cultural, legal, economic, global political and ethical trends on health-care policy, financing and regulatory environments.
7. Collaborate effectively with multidisciplinary practitioners to promote illness prevention and the health and welfare of individuals, families, and communities.
8. Apply standards of practice within an ethical decision making framework in the provision of nursing care that meets clients' healthcare needs.
9. Use leadership and management principles in the delegation and supervision of nursing care while retaining accountability for the quality of care given to the client.
10. Use emerging healthcare information technologies to evaluate client care and advance client education.
11. Articulate a philosophy of self-care and professional development.

## GRADUATION REQUIREMENTS FOR ELMSN-PL, FNP & CM TRACKS

1. Completion of all courses stipulated by the program and the SMU School of Nursing, with a cumulative GPA of no less than 3.0.
2. Successful passing of the NCLEX at the time stipulated by the CM or FNP track.
3. Completion of all clinical cases and practice hours approved by the BRN of California for pre-licensure, graduate level nursing and advanced practice nursing.
4. Successful completion of N594L Pre-licensure Preceptor course; N606 FNP Synthesis; FNP Objective Structured Clinical Examinations and oral examinations; CM Synthesis.
5. Satisfactory discharge of all University and program debts.

## CURRICULUM OVERVIEW for Pre-licensure Course Work

SEMESTER I		UNITS
NURSG 500	Transition to Professional Role of Nursing	2.0
NURSG 520	Integration of Pathophysiology and Pharmacology	5.0
NURSG 524	Health Assessment	3.0
NURSG 534/534L	Psychiatric/Mental Health Nursing	5.0
NURSG 524L/542L	Fundamentals of Nursing Skills	1.0
<b>Total</b>		<b>16.0</b>
SEMESTER II		
NURSG 543L	Nursing Skills II	1.0
NURSG 546/546L	Nursing Care of Adults and Older Adults	10.0
NURSG 550	Nurses as Consumers of Research	2.0
NURSG 562	Professional, Legal and Ethical Issues	3.0
<b>Total</b>		<b>16.0</b>

### SEMESTER III

<b>NURSG 540/540L</b>	Reproductive Health Care	5.0
<b>NURSG 556/556L</b>	Nursing Care of Pediatric and Youth Populations	5.0
<b>NURSG 566/566L</b>	Advanced Care of the Adult/Older Adult	5.0
<b>Total</b>		<b>15.0</b>

### SEMESTER IV\*

<b>NURSG 560</b>	Leadership, Management, and Organizational Behavior in Health Care	3.0
<b>NURSG 570/570L</b>	Community Health	5.0
<b>NURSG 594L</b>	Clinical Internship	5.0
<b>Total</b>		<b>13.0</b>

\*Upon completion of the first four semesters, students are eligible to take the RN licensure examination (NCLEX).

## CURRICULUM OVERVIEW for the Case Management Track

SEMESTER V		UNITS
NURSG 601	Research Methods	3.0
NURSG 602	Analysis of Health Policy Issues	3.0
NURSG 624	Advanced Pathophysiology for Nurse Case Managers	2.0
NURSG 625	Advanced Pharmacological Management for Nurse Case Managers	2.0
Total		10.0

### SEMESTER VI

<b>NURSG 603</b>	Epidemiology and Biostatistics	3.0
<b>NURSG 607</b>	Program Evaluation and Quality Improvement	3.0
<b>NURSG 612</b>	Health Care Finance	3.0
<b>NURSG 623/623L</b>	Advanced Health Assessment for Nurse Case Managers	3.0
<b>Total</b>		<b>12.0</b>

### SEMESTER VII

<b>NURSG 605/606</b>	Thesis or Special Project (Synthesis)	3.0
<b>NURSG 620/620L</b>	Case Management	8.0
<hr/>		
<b>Total</b>		<b>11.0</b>
<b>Total Units for ELMSN Case Management</b>		<b>93.0</b>

## CURRICULUM OVERVIEW for the Family Nurse Practitioner Track

SEMESTER V		UNITS
NURSG 601	Research Methods	3.0
NURSG 602	Analysis of Health Policy Issues	3.0
Total		6.0

### SEMESTER VI (SUMMER)

<b>NURSG 626</b>	Theoretical Foundations of Advanced Practice Nursing	3.0
<b>NURSG 670</b>	Family Centered Advanced Practice Nursing	2.0
<b>NURSG 672</b>	Professional Role Development for Advanced Practice Nursing	1.0
<hr/>		
<b>Total</b>		<b>6.0</b>

### SEMESTER VII

<b>NURSG 619</b>	Advanced Pathophysiology	3.0
<b>NURSG 671/671L</b>	Advanced Physical Assessment	3.0
<hr/>		
<b>Total</b>		<b>6.0</b>

### SEMESTER VIII

<b>NURSG 674</b>	Health Protection, Promotion and Screening for Individuals, Families, and Communities	3.0
<b>NURSG 677</b>	Advanced Pharmacology	3.0
<b>NURSG 678L</b>	Clinical Practicum (90—120 hours)	2.0
<b>Total</b>		<b>8.0</b>

### SEMESTER IX

<b>NURSG 675/675L</b>	Care of Acute and Episodic Conditions	4.0
<b>NURSG 679L</b>	Clinical Practicum (240-270 hours)	6.0
<hr/>		
<b>Total</b>		<b>10.0</b>

### SEMESTER X

<b>NURSG 605/606</b>	Thesis/Project/Directed Synthesis	3.0
<b>NURSG 673</b>	Professional Advocacy for Entry to the Advanced Practice Role	1.0
<b>NURSG 676</b>	Care of Chronic and Complex Conditions	3.0
<b>NURSG 680L</b>	Internship (270 hours)	6.0
<b>Total</b>		<b>13.0</b>
<b>Total Units for ELMSN FNP</b>		<b>109.0</b>

## POST-PROFESSIONAL PROGRAMS

# CASE MANAGEMENT

## MSN PROGRAM

The purpose of this track is to prepare nurses with advanced theory and practice in a systematic case management approach to the delivery of healthcare to diverse populations. Case management emphasizes collaborative methods of coordination, continuity, and quality of care within a cost-sensitive perspective. Graduates will be prepared to practice in various case-management settings including provider-, client-, and payer-based models.

### PROGRAM LEARNING OUTCOMES

Graduates of this program will:

1. Ensure coordination, continuity, and quality of care for a selected population.
2. Assume nursing case management roles in a variety of healthcare settings.
3. Demonstrate a clinical nursing foundation in the application of case management principles.

### CASE MANAGEMENT GRADUATION REQUIREMENTS

1. Completion of all courses stipulated by the program and the SMU School of Nursing, with a cumulative GPA of no less than 3.0.
2. Successful completion of all clinical practice hours stipulated by the SMU School of Nursing.
3. Satisfactory discharge of all University and program debts.
4. Completion of all terminal educational objectives of the program and recommendation by the faculty that such have been met in a satisfactory manner.

### CURRICULUM OVERVIEW

#### Post-Professional Case Management Program\*\*

SEMESTER I	UNITS
<b>NURSG 601</b> Research Methods*	3.0
<b>NURSG 602</b> Analysis of Health Policy Issues*	3.0
<b>NURSG 624</b> Advanced Pathophysiology for Nurse Case Managers	2.0
<b>NURSG 625</b> Advanced Pharmacological Management for Nurse Case Managers	2.0
<b>Total</b>	<b>10.0</b>
<b>SEMESTER II</b>	
<b>NURSG 603</b> Epidemiology/Biostatistics	3.0
<b>NURSG 612</b> Health Care Finance	3.0
<b>NURSG 623/623L</b> Advanced Health Assessment for Nurse Case Managers	3.0
<b>Total</b>	<b>9.0</b>

#### SEMESTER III

<b>NURSG 607</b> Program Evaluation and Quality Improvement	3.0
<b>NURSG 620/620L</b> Case Management	6.0
<b>Total</b>	<b>9.0</b>

#### SEMESTER IV

<b>NURSG 560</b> or <b>NURSG 608</b> Leadership, Management, and Organizational Behavior in Health Care	3.0
<b>NURSG 605/606</b> Thesis/Special Project Synthesis Requirement*	3.0
<b>NURSG 621L</b> Practice and Seminar	3.0
<b>Total</b>	<b>9.0</b>
<b>Total Units</b>	<b>37.0</b>

\* These courses may be taken in a different sequence or term.

\*\* Subject to change.

### CASE MANAGEMENT (CM) MSN ONLINE PROGRAM

The CM online program admits students three times per year: Summer, Fall, and Spring semesters. The program offers both full-time and part-time options. Students progress similar to the on-campus curriculum. While the courses are identical to those for the on-campus program, the sequencing of courses is somewhat different as indicated below.

#### FULL-TIME (4-SEMESTERS)

SEMESTER I	UNITS
<b>NURSG 601</b> Research Methods	3.0
<b>NURSG 602</b> Analysis of Health Policy Issues	3.0
<b>NURSG 624</b> Advanced Pathophysiology for Nurse Case Managers	2.0
<b>NURSG 625</b> Advanced Pharmacological Management for Nurse Case Managers	2.0
<b>Total</b>	<b>10.0</b>
<b>SEMESTER II</b>	
<b>NURSG 623</b> Advanced Health Assessment for Nurse Case Managers	2.0
<b>NURSG 623L</b> Advanced Health Assessment Lab for Nurse Case Managers	1.0
<b>NURSG 603</b> Epidemiology and Bio-Statistics	3.0
<b>NURSG 612</b> Healthcare Finance	3.0
<b>Total</b>	<b>9.0</b>
<b>SEMESTER III</b>	
<b>NURSG 620</b> Case Management	3.0
<b>NURSG 620L</b> Case Management Clinical	3.0
<b>NURSG 607</b> Program Evaluation and Quality Improvement	3.0
<b>Total</b>	<b>9.0</b>

#### SEMESTER IV

<b>NURSG 608</b>	Organizational Behaviors in Health Care Delivery Systems	3.0
<b>NURSG 621L</b>	Practice and Seminar	3.0
<b>NURSG 606</b>	Synthesis Requirement	3.0

**Total** **9.0**

**Total Units** **37.0**

#### PART-TIME (6-SEMESTERS)

##### SEMESTER I

	UNITS	
<b>NURSG 601</b>	Research Methods	3.0
<b>NURSG 602</b>	Analysis of Health Policy Issues	3.0

**Total** **6.0**

##### SEMESTER II

<b>NURSG 624</b>	Advanced Pathophysiology for Nurse Case Managers	2.0
<b>NURSG 625</b>	Advanced Pharmacological Management for Nurse Case Managers	2.0

**Total** **4.0**

##### SEMESTER III

<b>NURSG 623</b>	Advanced Health Assessment for Nurse Case Managers	2.0
<b>NURSG 623L</b>	Advanced Health Assessment Lab for Nurse Case Managers	1.0
<b>NURSG 612</b>	Healthcare Finance	3.0

**Total** **6.0**

##### SEMESTER IV

<b>NURSG 603</b>	Epidemiology and Bio-Statistics	3.0
<b>NURSG 607</b>	Program Evaluation and Quality Improvement	3.0

**Total** **6.0**

##### SEMESTER V

<b>NURSG 620</b>	Case Management	3.0
<b>NURSG 620L</b>	Case Management Clinical	3.0

**Total** **6.0**

##### SEMESTER VI

<b>NURSG 608</b>	Organizational Behaviors in Health Care Delivery Systems	3.0
<b>NURSG 621L</b>	Practice and Seminar	3.0
<b>NURSG 606</b>	Synthesis Requirement	3.0

**Total** **9.0**

**Total Units** **37.0**

## FAMILY NURSE PRACTITIONER MSN PROGRAM

The Family Nurse Practitioner (FNP) program focuses on preparing family-oriented primary care providers for multi-cultural and underserved populations. FNPs are advanced practitioners of nursing with a specialty in primary health-care that provide ongoing comprehensive care to individuals, families, and communities. FNPs are responsible for health promotion and maintenance, diagnosis, treatment, and management of health problems, consultation with other healthcare providers, and referral as indicated. FNPs function independently and interdependently with other providers of healthcare. Practice is based on concepts of family health nursing research and theory, as well as concepts from other related disciplines such as medicine and pharmacy. Students complete 49 graduate units, are awarded a Master of Science degree upon completion, and are eligible for state and national certification. Full- or part-time study is available for students licensed as registered nurses.

### PROGRAM LEARNING OUTCOMES

Upon graduation the student will:

1. Provide family-oriented primary healthcare:
  - a. Elicit a detailed and accurate history, perform the appropriate physical exam, record pertinent data, and develops and implements plan of care.
  - b. Perform and/or order and interpret relevant diagnostic studies.
  - c. Perform appropriate office procedures.
  - d. Provide health promotion and disease prevention.
  - e. Integrate cultural considerations in the provision of primary care.
2. Consult and refer within an interdisciplinary practice model.
3. Collaborate with patients and families to provide evidence-based primary care that is theoretically sound.
4. Assume a leadership role in the profession at local, state, national and international level.
5. Produce quality work that demonstrates graduate level scholarly work and can withstand peer review.

The FNP curriculum consists of 49 semester units, including interdisciplinary core courses, FNP specialty courses, clinical practica, and internship. A total of 630 clinical hours are required. Clinical placements are available throughout Northern California in a variety of ambulatory settings. Master's prepared, advanced practice nurses serve as most of the primary preceptors. The curriculum and clinical sites reflect the track's emphasis on serving multicultural and underserved populations. The program is offered on a year-round basis with admission in the summer semester for the Oakland



campus and for the fall semester for the Sacramento campus. Full-time students complete the program in five semesters, including two summer semesters. Part-time students complete the program in nine semesters. Post-professionals (those who already possess RN licensure) proceed in a hybrid curriculum which is a combination of on-line delivery of didactic material and on-campus sessions. The curriculum is consistent with the highest national standards, including guidelines established by the National Organization of Nurse Practitioner Faculties and the American Association of Colleges of Nursing.

## FNP CERTIFICATE PROGRAM

The Family Nurse Practitioner program welcomes applications from nurses who have already completed a master's degree in nursing who wish to expand or change their specialty focus to become FNPs. Each student is evaluated individually in relation to his/her/hir previous graduate nursing coursework. Most post-masters students are required to complete only the FNP specialty courses in the curriculum which totals 37 semester units. Students progress through the curriculum over five semesters, including two summers. Hybrid delivery, evening courses, and part-time study make this program accessible to working professionals. Upon completion of the program, students receive a certificate of completion and are eligible for state and national certification.

## CURRICULUM OVERVIEW

### Post-Professional Family Nurse Practitioner Track (Full-time)

SEMESTER I	UNITS
<b>NURSG 601</b> Research Methods	3.0
<b>NURSG 626</b> Theoretical Foundations of Advanced Practice Nursing	3.0
<b>NURSG 672</b> Professional Role Development for Advanced Practice Nursing	1.0
<b>Total</b>	<b>7.0</b>
<b>SEMESTER II</b>	
<b>NURSG 619</b> Advanced Pathophysiology	3.0
<b>NURSG 670</b> Family Centered Advanced Practice Nursing	2.0
<b>NURSG 671</b> Advanced Physical Assessment	2.0
<b>NURSG 671L</b> Advanced Physical Assessment Lab	1.0
<b>Total</b>	<b>8.0</b>
<b>SEMESTER III</b>	
<b>NURSG 602</b> Analysis of Health Policy Issues	3.0
<b>NURSG 674</b> Health Protection, Promotion, and Screening for Individuals, Families and Communities	3.0
<b>NURSG 677</b> Advanced Pharmacology	3.0
<b>NURSG 678L</b> Clinical Practicum (90–120 hours)	2.0
<b>Total</b>	<b>11.0</b>

## SEMESTER IV

<b>NURSG 675</b> Care of Acute and Episodic Conditions	3.0
<b>NURSG 675L</b> Care of Acute and Episodic Conditions Lab	1.0
<b>NURSG 679L</b> Clinical Practicum (240–270 hours)	6.0
<b>Total</b>	<b>10.0</b>

## SEMESTER V

<b>NURSG 605/606</b> Thesis/Project/Directed Synthesis	3.0
<b>NURSG 673</b> Professional Advocacy for Entry to Advanced Practice Role	1.0
<b>NURSG 676</b> Care of Chronic and Complex Conditions	3.0
<b>NURSG 680L</b> Internship (270 hours)	6.0
<b>Total</b>	<b>13.0</b>
<b>Total Units</b>	<b>49.0</b>

**Total Clinical Units 14.0 (630 hours)**

## CURRICULUM OVERVIEW

### Post-Professional Family Nurse Practitioner Track (Part-time)

SEMESTER I	UNITS
<b>NURSG 601</b> Research Methods	3.0
<b>NURSG 626</b> Theoretical Foundations of Advanced Nursing Practice	3.0
<b>Total</b>	<b>6.0</b>
<b>SEMESTER II</b>	
<b>NURSG 619</b> Advanced Pathophysiology	3.0
<b>Total</b>	<b>3.0</b>
<b>SEMESTER III</b>	
<b>NURSG 602</b> Analysis of Health Policy Issues	3.0
<b>NURSG 677</b> Advanced Pharmacology	3.0
<b>Total</b>	<b>6.0</b>
<b>SEMESTER IV</b>	
<b>NURSG 670</b> Family Centered Advanced Practice Nursing	2.0
<b>NURSG 672</b> Professional Role Development for Advanced Practice Nursing	1.0
<b>Total</b>	<b>3.0</b>
<b>SEMESTER V</b>	
<b>NURSG 671</b> Advanced Physical Assessment	2.0
<b>NURSG 671L</b> Advanced Physical Assessment Lab	1.0
<b>Total</b>	<b>3.0</b>
<b>SEMESTER VI</b>	
<b>NURSG 674</b> Health Protection, Promotion, and Screening for Individuals, Families and Communities	3.0
<b>NURSG 678L</b> Clinical Practicum (90–120 hours)	2.0
<b>Total</b>	<b>5.0</b>

#### SEMESTER VII

<b>NURSG 675</b>	Care of Acute and Episodic Conditions	3.0
<b>NURSG 675L</b>	Care of Acute and Episodic Conditions Lab	1.0
<b>NURSG 679L</b>	Clinical Practicum (240–270 hours)	6.0

**Total** 10.0

#### SEMESTER VIII

<b>NURSG 673</b>	Professional Advocacy for Entry to Advanced Practice Role	1.0
<b>NURSG 676</b>	Care of Chronic and Complex Conditions	3.0
<b>NURSG 680L</b>	Internship (270 clinical hours)	6.0

**Total** 10.0

#### SEMESTER IX

<b>NURSG 605/606</b>	Thesis/Project/Directed Synthesis	3.0
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**Total** 3.0

**Total Units** 49.0

**Total Clinical Units** 14.0 (630 hours)

*The above is an example of a typical course of study. However, the sequencing of courses may vary from year-to-year.*

## CURRICULUM OVERVIEW

### Post-MSN Family Nurse Practitioner Certificate Program (Full-time: 5 Semesters)

SEMESTER I	UNITS
<b>NURSG 672</b> Professional Role Development for APNs	1.0
<b>NURSG 670</b> Family Centered Advanced Practice Nursing	2.0
<b>Total</b>	3.0

#### SEMESTER II

<b>NURSG 619</b> Advanced Pathophysiology	3.0
<b>NURSG 671</b> Advanced Physical Assessment	2.0
<b>NURSG 671L</b> Advanced Physical Assessment Lab	1.0
<b>Total</b>	6.0

#### SEMESTER III

<b>NURSG 674</b> Health Protection, Promotion and Screening	3.0
<b>NURSG 677</b> Advanced Pharmacology	3.0
<b>NURSG 678L</b> Clinical Practicum (90 hours)	2.0
<b>Total</b>	8.0

#### SEMESTER IV

<b>NURSG 675</b> Care of Acute and Episodic Conditions	3.0
<b>NURSG 675L</b> Care of Acute and Episodic Conditions Lab	1.0
<b>NURSG 679L</b> Clinical Practicum (270 hours)	6.0
<b>Total</b>	10.0

#### SEMESTER V

<b>NURSG 673</b> Professional Advocacy for Entry to Advanced Practice Role	1.0
<b>NURSG 676</b> Care of Chronic and Complex Conditions	3.0
<b>NURSG 680L</b> Internship (270 hours)	6.0

**Total** 10.0

**Total Units** 37.0 (includes 630 clinical hours)

## FAMILY NURSE PRACTITIONER MSN ONLINE PROGRAM

The FNP online program admits three times per year: Summer, Fall, and Spring semesters. Students progress through five semesters similar to the on-campus hybrid curriculum. While the courses are identical to those for the on-campus program, the sequencing of courses is somewhat different as indicated below.

SEMESTER I	UNITS
<b>NURSG 601</b> Research Methods	3.0
<b>NURSG 626</b> Theoretical Foundations for APNs	3.0
<b>NURSG 672</b> Professional Role Development for APNs	1.0
<b>NURSG 670</b> Family Centered Advanced Practice Nsng	2.0
<b>Total</b>	9.0

#### SEMESTER II

<b>NURSG 671</b> Advanced Health Assessment	2.0
<b>NURSG 671L</b> Advanced Physical Assessment Lab	1.0
<b>NURSG 619</b> Advanced Pathophysiology	3.0
<b>NURSG 674</b> Health Protection, Promotion and Screening	3.0
<b>Total</b>	9.0

#### SEMESTER III

<b>NURSG 602</b> Analysis of Health Policy Issues	3.0
<b>NURSG 677</b> Advanced Pharmacology	3.0
<b>NURSG 678L</b> Clinical Practicum (90–120 hours)	2.0
<b>Total</b>	8.0

#### SEMESTER IV

<b>NURSG 673</b> Professional Advocacy for Entry to Advanced Practice Role	1.0
<b>NURSG 675</b> Care of Acute and Episodic Conditions	3.0
<b>NURSG 675L</b> Care of Acute and Episodic Conditions Lab	1.0
<b>NURSG 679L</b> Clinical Practicum (240–270 hours)	6.0
<b>Total</b>	11.0

#### SEMESTER V

<b>NURSG 606</b> Synthesis Project	3.0
<b>NURSG 676</b> Care of Chronic and Complex Conditions	3.0
<b>NURSG 680L</b> Internship (240–270 hrs)	6.0
<b>Total</b>	12.0

**Total Units** 49.0

## CURRICULUM OVERVIEW

### Family Nurse Practitioner Certificate Program Online (Full-time: 5 Semesters)

SEMESTER I	UNITS
<b>NURSG 672</b> Professional Role Development for APNs	1.0
<b>NURSG 670</b> Family Centered Advanced Practice Nursing	2.0
<b>Total</b>	3.0

## SEMESTER II

<b>NURSG 619</b>	Advanced Pathophysiology	3.0
<b>NURSG 671</b>	Advanced Physical Assessment	2.0
<b>NURSG 671L</b>	Advanced Physical Assessment Lab	1.0
<b>NURSG 674</b>	Health Protection, Promotion and Screening	3.0
<b>Total</b>		<b>9.0</b>

## SEMESTER III

<b>NURSG 677</b>	Advanced Pharmacology	3.0
<b>NURSG 678L</b>	Clinical Practicum (90 hours)	2.0
<b>Total</b>		<b>5.0</b>

## SEMESTER IV

<b>NURSG 673</b>	Professional Advocacy for Entry to Advanced Practice Role	1.0
<b>NURSG 675</b>	Care of Acute and Episodic Conditions	3.0
<b>NURSG 675L</b>	Care of Acute and Episodic Conditions Lab	1.0
<b>NURSG 679L</b>	Clinical Practicum (270 hours)	6.0
<b>Total</b>		<b>11.0</b>

## SEMESTER V

<b>NURSG 676</b>	Care of Chronic and Complex Conditions	3.0
<b>NURSG 680L</b>	Internship (270 hours)	6.0
<b>Total</b>		<b>9.0</b>

**Total Units** 37.0 (includes 630 clinical hours)

# NURSE ANESTHESIA MSN PROGRAM

Samuel Merritt University, in partnership with Kaiser Permanente Northern California, offers a graduate program in nurse anesthesia leading to the Master of Science in Nursing. The program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs. Successful completion of graduation requirements qualifies the student to take the national certification examination (NCE) to become a Certified Registered Nurse Anesthetist (CRNA). Clinical practice rights are granted by reciprocity in all states after successful completion of the NCE.

Nurse anesthetists are advanced practice registered nurses who provide the full range of anesthesia and related patient care services. They are responsible for the direct administration of anesthesia care and the provision of services required for patients throughout the perioperative course, in all current anesthetizing locations—surgical and obstetric suites, interventional radiology suites, and other areas in which anesthesia specialty skills are required. CRNAs work in a variety of settings including tertiary care hospitals, outpatient surgical centers, health maintenance organizations, and military and public health service centers. CRNAs nationwide are employed either as independent providers in collaboration with surgeons and dentists or in collaborative team practice with physician anesthesiologists.

## PROGRAM LEARNING OUTCOMES

Graduates of the Program of Nurse Anesthesia will demonstrate knowledge, skills, and attitudes/behaviors in:

- 1. Maintaining patient safety, as evidenced by the ability to:**
  - a. Be vigilant in the delivery of patient care.
  - b. Protect patients from iatrogenic complications.
  - c. Participate in the positioning of patients to prevent injury.
  - d. Conduct a comprehensive and appropriate equipment check.
  - e. Comply with all current patient safety goals outlined by both the Joint Commission and the National Patient Safety Foundation. Utilize standard precautions and appropriate infection control measures.
  - f. Effectively implement skills and principles of Anesthesia Crisis Resource Management.
  - g. Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care (e.g., texting, reading, emailing, etc.).
- 2. Providing individualized perianesthetic management by demonstrating the ability to:**
  - a. Provide care throughout the perianesthetic continuum.
  - b. Use a variety of current anesthesia techniques, agents, adjunctive drugs, and equipment while providing anesthesia.
  - c. Administer general anesthesia to patients of all ages and physical conditions for a variety of surgical and medically related procedures.
  - d. Provide anesthesia services to all patients, including trauma and emergency cases.
  - e. Administer and manage a variety of regional anesthetics.
  - f. Function as a resource person for airway and ventilatory management of patients.
  - g. Possess current advanced cardiac life support (ACLS) recognition.
  - h. Possess current pediatric advanced life support (PALS) recognition.
  - i. Deliver culturally competent perianesthetic care throughout the anesthesia experience.
  - j. Perform a comprehensive history and a physical assessment.

**3. Critical Thinking, by demonstrating the ability to:**

- a. Apply knowledge to practice in decision making and problem solving.
- b. Provide nurse anesthesia care based on sound principles and research evidence.
- c. Perform a preanesthetic assessment and formulate an anesthesia care plan for patients to whom they are assigned to administer anesthesia.
- d. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
- e. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
- f. Calculate, initiate and manage fluid and blood component therapy.
- g. Recognize and appropriately respond to anesthetic complications that occur during the perianesthetic period.
- h. Pass the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA) certification examination.

**4. Communication skills, as evidenced by the ability to:**

- a. Effectively communicate with individuals influencing patient care.
- b. Utilize appropriate verbal, nonverbal, and written communication in the delivery of perianesthetic care.

**5. Professional Role, by demonstrating the ability to:**

- a. Participate in activities that improve anesthesia care.
- b. Function within appropriate legal requirements as a registered professional nurse, accepting responsibility and accountability for his or her practice.
- c. Interact on a professional level with integrity.
- d. Teach others.
- e. Participate in continuing education activities to acquire new knowledge and improve his or her practice.
- f. Demonstrate knowledge of wellness and chemical dependency in the anesthesia profession through completion of content in wellness and chemical dependency.

Course Learning Outcomes (CLOs) of all courses in the Program of Nurse Anesthesia curriculum are aligned with the above listed outcomes set by the Council on Accreditation of Nurse Anesthesia Educational Programs. Institutional Learning Outcomes (ILOs) are determined by Samuel Merritt University's commitment to performance excellence.

The nurse anesthesia program is 27 months in length. The academic curriculum is composed of basic science coursework, basic and advanced clinical anesthesia applications, and MSN core courses. A significant amount of simulation-based learning (utilizing human patient simulators in high-fidelity environments, screen-based microsimulation, and hybrid simulation techniques) is integrated into the program curriculum.

The 23-month full-time clinical residency includes rotations at selected healthcare facilities throughout the greater Bay Area, the Sacramento metropolitan area, and the Central Valley. The degree is awarded upon successful completion of 66 required graduate credit hours. Due to the intensive and rigorous nature of the program, full-time enrollment is required once clinical rotations are initiated and outside employment is strongly discouraged. Students will spend approximately 60 hours per week in study, class, and clinical practice.

### POST-MASTER'S CERTIFICATE TRACK

The Council on Accreditation of Nurse Anesthesia Educational Programs has approved this program as eligible to accept and graduate qualified registered nurses who already hold an MS degree in nursing. Successful graduates of the post-professional curriculum described in this section, will receive a certificate of completion that qualifies them to sit for the national certification examination in nurse anesthesia. The curriculum for these students is the same in scope, sequence and program length with the exception of required hours in nursing research, healthcare policy, and theoretical foundations (9 credits maximum), which may be transferred to this institution from another accredited college or university at which the original degree was obtained. Synthesis requirements of the School of Nursing will be required of all post-masters certificate students.

### THREE-YEAR TRACK

The Samuel Merritt University Program of Nurse Anesthesia provides the opportunity for students to complete the initial year of enrollment on a part-time basis. During this period, students will complete nine (9) units of designated course work not specific to anesthesiology, and then enter the program full-time at the next regular fall admission. There is no part-time option available once the student has entered the full-time program. This option is designed for the student seeking early admission to accommodate geographical moves, gain more critical care experience or prepare in other ways for full-time study. Admission requirements are identical to those for students entering the full-time program immediately upon initial enrollment.

## PNA GRADUATION REQUIREMENTS

1. Minimum of twenty-seven (27) months in full-time study.
2. Completion of all courses stipulated by the program and the SMU School of Nursing, with a cumulative GPA of no less than 3.0.
3. Completion of all clinical cases and practice hours stipulated by the Council on Accreditation of Nurse Anesthesia Educational Programs.
4. Successful completion of all of the components of the PNA's Synthesis/Special Project series: a) the Pharmacology Comprehensive Exam (N627) b) the Oral Comprehensive Exam (N628) c) the National Certification Exam Prep Series and ACRM I and ACRM II simulation sessions (N629).
5. Satisfactory discharge of all University and program debts.
6. Completion of all terminal educational objectives of the program and recommendation by the faculty that such have been met in a satisfactory manner.
7. Completion of all mandatory items indicated on the program's Exit Interview Checklist, a process that results in the completion of the student's official National Certification Exam (NCE) transcript and application packet (submitted to the NBCRNA). All graduating students attend a mandatory orientation session to this process in the early fall (September) of the year of graduation so that they are well apprised of all the requisite steps for this graduation requirement.

NOTE: Students will not become eligible to take the NCE until all requirements for the degree have been met. Students are responsible for ensuring that they are in compliance with all administrative and academic policies of the Program of Nurse Anesthesia and Samuel Merritt University to ensure timely completion of the program and graduation.

## CURRICULUM OVERVIEW

### for the Post-Professional Nurse Anesthesia Track

FALL I		UNITS
NURSG 600	Theoretical Foundations for Health Professionals	3.0
NURSG 649/649L	Advanced Health Assessment—Nurse Anesthesia	3.0
NURSG 651/651L	Principles of Anesthesia I	4.0
NURSG 652	Advanced Pharmacology I	4.0
NURSG 657/657L	Human Anatomy and Physiology	5.0
<b>Total</b>		<b>19.0</b>
SPRING I		
NURSG 653	Advanced Pathophysiology	3.0
NURSG 654	Advanced Pharmacology II	3.0
NURSG 655/655L	Principles of Anesthesia II	6.0
NURSG 656L	Clinical Anesthesia I	1.0
<b>Total</b>		<b>13.0</b>

## SUMMER I

NURSG 601	Research Methods	3.0
NURSG 658L	Clinical Anesthesia II	3.0
NURSG 660	Advanced Principles of Anesthesia I	4.0
<b>Total</b>		<b>10.0</b>

## FALL II

NURSG 659	Professional Aspects of Practice	3.0
NURSG 661L	Clinical Anesthesia III	2.0
NURSG 662	Advanced Principles of Anesthesia II	3.0
<b>Total</b>		<b>8.0</b>

## SPRING II

		UNITS
NURSG 602	Analysis of Health Policy Issues	3.0
NURSG 627	Pharmacology Comprehensive Exam (PCE)	1.0
NURSG 663L	Clinical Anesthesia IV	3.0
<b>Total</b>		<b>7.0</b>

## SUMMER II

NURSG 628	Oral Comprehensive Exam (OCE)	1.0
NURSG 631	Advanced Acute and Chronic Pain Management	2.0
NURSG 664L	Clinical Anesthesia V	3.0
<b>Total</b>		<b>6.0</b>

## FALL III

NURSG 629	NCE Prep Series and ACRM Simulation Series	2.0
NURSG 665L	Clinical Anesthesia VI	1.0
<b>Total</b>		<b>3.0</b>

## Total Units

**66.0**

## DOCTOR OF NURSING PRACTICE PROGRAM

The Doctor of Nursing Practice (DNP) program currently offers two entry options. One is a 24 month post-MSN professional program and the other is a 44 month post-baccalaureate professional program for registered nurses with either a nursing or non-nursing bachelor's degree. Both are designed to prepare graduates to practice at the highest level of advanced nursing practice. A graduate will demonstrate leadership in a clinical or administrative specialty area and a commitment to improve healthcare outcomes via practice, policy change, and practice leadership.

The post-MSN entry is designed for advanced practice nurses (nurse practitioners, nurse anesthetists, clinical nurse specialists, and nurse midwives) and nurses in organizational leadership positions who have a Master of Science in Nursing degree. Potential applicants with a non-nursing master's degree may undergo a portfolio review to demonstrate competency in the AACN Master's Essentials.

The SMU program curriculum offers a focus on either Organizational Practice or Clinical Practice. Students in either of these areas will register for the same courses. The curricular differentiation for these two practice areas will manifest in the student's DNP project. The curriculum will be offered almost completely through online courses using distributed learning technology and is designed to accommodate the student who must continue to work full- or part-time while undergoing doctoral study. Students are admitted as a cohort and are strongly advised to progress sequentially through the courses designated in each semester.

Students will be required to attend an on-campus session early in the program and once per year as part of the DNP project courses.

The Doctor of Nursing Practice degree offers an alternative to research-focused doctoral programs, providing graduates with the knowledge and skills essential for accountability in advanced practice. The nurse prepared in the SMU DNP program will be a valuable counterpart to the nurse prepared in a PhD nursing program. The DNP graduate will focus on developing systems of care based on research application, while the PhD-prepared nurse conducts research to provide new knowledge.

Upon acceptance into the DNP program, and prior to enrollment in the program, the student must complete the on-line orientation course on the Samuel Merritt University Canvas site. Access is provided upon acceptance into the program.

Admitted students may petition for a maximum of up to nine (9) transfer credits after submitting a formal request and supporting documents from previously completed Master's and/or doctoral courses.

Students must have 1000 clinical practice hours in their academic program completed by the end of the DNP program. These practice hours must have been attained during supervised educational experiences (e.g., the clinical hours completed during the student's MSN program together with the clinical hours in the DNP program).

The post-baccalaureate entry is designed for nurses who are also seeking their Family Nurse Practitioner (FNP) certificate in addition to their DNP degree.

Applicants for both entry points must have a current RN license in resident state, successful completion of statistics within the past three years, demonstrate proficiency in computer word processing and internet skills and fulfill all other admissions requirements.

## ACCREDITATION STATEMENT

The DNP program is accredited by the WASC Senior College and University Commission (WSCUC) and the Commission on Collegiate Nursing Education (CCNE).

## PROGRAM LEARNING OUTCOMES

Graduates of the DNP program will be prepared to:

- // Continue clinical or organizational practice in their area of expertise, demonstrating specialized competencies as defined by the specialty organization, and using defined assessment and decision-making skills, systems thinking, collaborative teamwork models and outcomes evaluations to improve the delivery of care.
- // Analyze and utilize scientific knowledge from nursing as well as other scientific disciplines, as the underpinnings for the highest level of nursing practice.
- // Use analytic methods to critically appraise existing literature and current research to determine and implement best evidence for nursing practice.
- // Support and improve patient care delivery and healthcare systems through the utilization of information systems and technology.
- // Design, influence and implement healthcare policies that affect practice regulation, access, safety, quality, efficacy, financing, ethics and social justice.
- // Develop and evaluate healthcare delivery methods within an organizational structure to meet current and future needs of diverse patient populations.
- // Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in healthcare and complex healthcare delivery systems.
- // Analyze epidemiological, biostatistical, environmental and other appropriate scientific data related to individual, aggregate and population health and develop strategies and/or care delivery systems using concepts related to community, environmental, and occupational health as well as the cultural and socioeconomic aspects of health.
- // Assume leadership roles in nursing, education, and healthcare.

## DNP GRADUATION REQUIREMENTS

1. Completion of all courses stipulated by the DNP program and the SMU School of Nursing, with a cumulative GPA of no less than 3.0.
2. Completion of the DNP Project inclusive of 1,000 total hours of clinical practice.
3. Satisfactory discharge of all University and program debts.



## CURRICULUM OVERVIEW

### Post-MSN Doctor of Nursing Practice Program Full-Time

Students must have 1000 practice hours in their academic program completed by the end of the DNP program (this includes hours completed as part of their MSN program).

#### YEAR I

SPRING		UNITS
NURSG 703	Epidemiology and Population Health	3.0
NURSG 704	Biostatistics	3.0
<b>Total</b>		<b>6.0</b>

SUMMER		UNITS
NURSG 700	Evidence-Based Research Methods	3.0
NURSG 710	Health Care Economics and Financial Analysis	3.0
<b>Total</b>		<b>6.0</b>

FALL		UNITS
NURSG 706	Advanced Informatics	3.0
NURSG 715	Outcomes Management and Evaluation	3.0
NURSG 720	DNP Project Emphasis Seminar	1.0
<b>Total</b>		<b>7.0</b>

#### YEAR II

SPRING		UNITS
NURSG 702	Advanced Health Policy and Advocacy	3.0
NURSG 705	Organizational and Systems Leadership in Complex Health Care Systems	3.0
<b>Total</b>		<b>6.0</b>

SUMMER		UNITS
NURSG 714	Educational Innovations	3.0
NURSG 721	DNP Project Development	2.0
<b>Total</b>		<b>5.0</b>

FALL		UNITS
NURSG 723	DNP Project Presentation	1.0
NURSG 730	DNP Project Residency	5.0
<b>Total</b>		<b>6.0</b>

**Total Units 36.0**

### Post-MSN Doctor of Nursing Practice Program Part-Time

#### YEAR I

SPRING		UNITS
NURSG 703	Epidemiology and Population Health	3.0
<b>Total</b>		<b>3.0</b>

SUMMER		UNITS
NURSG 700	Evidence-Based Research Methods	3.0
<b>Total</b>		<b>3.0</b>

FALL		UNITS
NURSG 706	Advanced Informatics	3.0
<b>Total</b>		<b>3.0</b>

#### YEAR II

SPRING		UNITS
NURSG 704	Biostatistics	3.0
<b>Total</b>		<b>3.0</b>

SUMMER		UNITS
NURSG 710	Health Care Economics and Financial Analysis	3.0
<b>Total</b>		<b>3.0</b>

FALL		UNITS
NURSG 715	Outcomes Management and Evaluation	3.0
NURSG 720	DNP Project Emphasis Seminar	1.0
<b>Total</b>		<b>4.0</b>

#### YEAR III

SPRING		UNITS
NURSG 702	Advanced Health Policy and Advocacy	3.0
NURSG 705	Organizational and Systems Leadership in Complex Healthcare Systems	3.0
<b>Total</b>		<b>6.0</b>

SUMMER		UNITS
NURSG 714	Educational Innovations	3.0
NURSG 721	DNP Project Development	2.0
<b>Total</b>		<b>5.0</b>

FALL		UNITS
NURSG 723	DNP Project Presentation	1.0
NURSG 730	DNP Project Residency	5.0
<b>Total</b>		<b>6.0</b>
<b>Total Units</b>		<b>36.0</b>

# FAMILY NURSE PRACTITIONER DNP PROGRAM

The FNP/DNP program prepares the registered nurse to practice as an advanced practice family nurse practitioner in the primary care setting with multi-cultural and underserved populations. The current role and opportunities for the FNP are expected to expand with healthcare reform. The need for, and utilization of, FNP's in family practice and primary care will increase significantly. Advanced practice professional organizations and the American Academy of Colleges of Nursing (AACN) are in agreement with DNP as the recommended terminal degree for all advanced practice nurses. The SMU FNP/DNP program length is 3 ½ years (11 semesters) providing 79 semester units and 1000 practice hours. The curriculum is blended, a combination of face to face in-class sessions and online/distance learning. Students must have 1000 practice hours in their academic program completed by the end of their FNP/DNP program (this includes the 630 hours completed as part of the FNP coursework).

## CURRICULUM OVERVIEW

### Post-Baccalaureate RN to FNP/DNP Oakland Campus (Full-Time)

SUMMER SEMESTER I		UNITS
NURSG 601	Research Methods	3.0
NURSG 626	Theoretical Foundations for APN	3.0
NURSG 670	Family Centered Advanced Practice Nursing	2.0
NURSG 672	Professional Role Development for APN	1.0
FALL SEMESTER I		
NURSG 619	Advanced Pathophysiology	3.0
NURSG 706	Advanced Informatics	3.0
SPRING SEMESTER I		
NURSG 677	Advanced Pharmacology	3.0
NURSG 703	Epidemiology and Population Health	3.0
NURSG 704	Biostatistics	3.0
<b>Total</b>		<b>24.0</b>
SUMMER SEMESTER II		
NURSG 700	EB Research Methods	3.0
NURSG 710	HC Economics and Financial Analysis	3.0
FALL SEMESTER II		
NURSG 671/671L	Advanced Physical Assessment/Lab	3.0
NURSG 715	Outcomes Management and Evaluation	3.0
SPRING SEMESTER II		
NURSG 674	Health Protection, Promotion, and Screening	3.0
NURSG 678L	Clinical Practicum	2.0
<b>Total</b>		<b>17.0</b>

### SUMMER SEMESTER III

NURSG 675/675L	Care of Acute and Episodic Conditions/Lab	4.0
NURSG 679L	Clinical Practicum	6.0

### FALL SEMESTER III

NURSG 673	Professional Advocacy	1.0
NURSG 676	Care of Chronic and Complex Conditions	3.0
NURSG 680L	Internship	6.0
NURSG 720	DNP Project Emphasis	1.0

### SPRING SEMESTER III

NURSG 702	Advanced Health Policy and Advocacy	3.0
NURSG 705	Organizational and Systems Leadership	3.0

<b>Total</b>		<b>27.0</b>
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### SUMMER SEMESTER IV

NURSG 714	Educational Innovations	3.0
NURSG 721	DNP Project Development	2.0

### FALL SEMESTER IV

NURSG 723	DNP Project Presentation	1.0
NURSG 730	DNP Project Residency	5.0

<b>Total</b>		<b>11.0</b>
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<b>Total Units</b>		<b>79.0</b>
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*Includes 630 FNP practice hours & (minimum) 370 DNP practice hours*

### Post-Baccalaureate RN to FNP/DNP Sacramento Campus

FALL SEMESTER I		UNITS
NURSG 601	Research Methods	3.0
NURSG 626	Theoretical Foundations for APN	3.0
NURSG 670	Family Centered Advanced Practice Nursing	2.0
NURSG 672	Professional Role Development for APN	1.0
SPRING SEMESTER I		
NURSG 619	Advanced Pathophysiology	3.0
NURSG 703	Epidemiology and Population Health	3.0
SUMMER SEMESTER I		
NURSG 677	Advanced Pharmacology	3.0
NURSG 700	EB Research Methods	3.0
NURSG 710	HC Economics and Financial Analysis	3.0
<b>Total</b>		<b>24.0</b>
FALL SEMESTER II		
NURSG 715	Outcomes Management and Evaluation	3.0
NURSG 706	Advanced Informatics	3.0
SPRING SEMESTER II		
NURSG 671/671L	Advanced Physical Assessment/Lab	3.0
NURSG 704	Biostatistics	3.0
NURSG 702	Adv. Health Policy & Advocacy	3.0



## SUMMER SEMESTER II

<b>NURSG 674</b> Health Protection, Promotion, and Screening	3.0
<b>NURSG 678L</b> Clinical Practicum	2.0
<b>Total</b>	<b>20.0</b>

## FALL SEMESTER III

<b>NURSG 675/675L</b> Care of Acute and Episodic Conditions/Lab	4.0
<b>NURSG 679L</b> Clinical Practicum	6.0
<b>NURSG 720</b> DNP Project Seminar	1.0

## SPRING SEMESTER III

<b>NURSG 673</b> Professional Advocacy	1.0
<b>NURSG 680L</b> Internship	6.0
<b>NURSG 676</b> Care of Chronic and Complex Conditions	3.0
<b>NURSG 705</b> Organizational and Systems Leadership	3.0

## SUMMER SEMESTER III

<b>NURSG 714</b> Educational Innovations	3.0
<b>NURSG 721</b> DNP Project Development	2.0
<b>Total</b>	<b>29.0</b>

## FALL SEMESTER IV

<b>NURSG 723</b> DNP Project Presentation	1.0
<b>NURSG 730</b> DNP Project Residency	5.0
<b>Total</b>	<b>6.0</b>

**Total Units 79.0**

*Includes 630 FNP practice hours & (minimum) 370 DNP practice hours*

# ORTHOPEDIC PRIMARY CARE CERTIFICATE PROGRAM

Orthopedic Primary Care is designed as a graduate level offering. It is targeted to serve advanced practice nurses and physicians but is open to other interested primary care professionals. This is a two-semester, 10 unit orthopedic certificate program which focuses on the strategies and skills needed to identify and diagnose common musculoskeletal disorders and stable fractures in individuals throughout the life span in a primary care setting with diverse populations.

## CURRICULUM OVERVIEW

FALL	UNITS
<b>NURSG 641</b> Orthopedic Primary Care	2.0
<b>NURSG 641L</b> Orthopedic Primary Care Laboratory	1.0
<b>NURSG 643L</b> Clinical Practicum (100 Hours)	2.0
<b>SPRING</b>	
<b>NURSG 642</b> Treatment and Collaborative Care	2.0
<b>NURSG 642L</b> Treatment and Collaborative Care Laboratory	1.0
<b>NURSG 644L</b> Clinical Practicum (100 Hours)	2.0
<b>Total</b>	<b>10.0</b>
<b>Total Units</b>	<b>10.0 (including 200 clinical hours)</b>

# COURSE DESCRIPTIONS

## LOWER DIVISION (COURSES NUMBER 0-99)

### BSCI 015/016

#### HUMAN ANATOMY

(4 UNITS)

A preparatory course in anatomy for undergraduates, in which structure/function relationships and relevant physiological mechanisms are interwoven in a detailed study of the human body. Both systemic and regional anatomy will be examined using pre-dissected human cadavers. Special emphasis is given to positional relationships of musculoskeletal structures and neurovascular elements, their corresponding functional roles in human activity, and the clinical implications of anatomical dysfunction. Major physiological mechanisms will be examined that relate to the functions of musculoskeletal and neural tissues, and to the control of cardiovascular, respiratory, gastro-intestinal, urinary, and reproductive systems. (3 units lecture, 1 unit lab)

### BSCI 025/026

#### HUMAN PHYSIOLOGY

(4 UNITS)

The study of the structure and function of the human body with emphasis on physico-chemical considerations and clinical laboratory approaches. Observation and measurement of the behavior of the human body on a cellular and organ system level using both real life examples and computer simulated models. The concept of homeostasis and its philosophical relationship with health and disease is emphasized throughout the course. Students are presented with a multi-system approach to discussing specific physiologic entities such as blood pressure or blood glucose regulation. Lab exercises are designed to further emphasize or explore the physiological concepts presented as part of the lecture. (3 units lecture, 1 unit lab)

## UPPER DIVISION (COURSES NUMBER 100-199)

### GENED 101

#### FOUNDATIONS OF DEATH, DYING AND BEREAVEMENT

(3 UNITS)

This general education course will provide a broad, interdisciplinary introduction to the essential topics and core knowledge—both classical and contemporary—that underlie death-related counseling and education. It will provide a basis for the student's personal growth and responsible social participation. It is intended to enhance the students' awareness of their life goals and priorities. Further the course will contribute to the education of those who through their professional career choice will be closely associated with people who are in the dying process. There will be an emphasis on developing cultural sensitivity related to the topics discussed. The students will examine and assess the following topics: infant deaths, childhood deaths, suicide, homicide, end-of-life legal issues, ethical issues, the funeral industry, bereavement, and family considerations.

**GENED 102  
DRUGS AND SOCIETY**

**(3 UNITS)**

This general education course will provide a broad, interdisciplinary introduction to the abuse of drugs in the society. The intent is to help students from a variety of disciplines develop a realistic perspective of drug-related problems. It will provide current information and perspectives on the following critical issues: social and psychological reasons why drug use and abuse occurs; the results of drug use and abuse; how to prevent drug use and abuse. The most current information on drug abuse research, policy making and implementation will be discussed.

**GENED 103  
SOCIOLOGICAL INQUIRY**

**(3 UNITS)**

This class is designed to enhance students' skills in sociological thinking and analyzing the social world around us. At the end of the semester not only will the students have a clear understanding of what it means to have a sociologically informed world-view, but also they will have developed their own powers of critical reasoning and thinking through a reading schedule that covers a broad array of topics. The hope is that students will leave the class with a renewed appreciation of the discipline of sociology and the transformative potentials it holds in the making of a more just and equitable society.

**GENED 104  
THE GLOBAL IMPLICATIONS OF  
GENETICS AND GENOMICS**

**(3 UNITS)**

Advances in genetic and genomic health present both incredible opportunities and significant challenges for healthcare practitioners and society in general. Application of new research discoveries in this area compel individuals to address ethical, legal and social implications (ELSI) as well as health policy concerns for the consumer, the practitioner and those involved in healthcare delivery and allocation of resources. This course will employ lecture, discussion, group discussion, multi-media presentation and written and oral application to explore these issues related to genetics and genomics. Content includes evaluation of knowledge and attitudes about genetics and genomics; educational interventions to enhance genetic literacy; ethical, legal, social and policy issues related to genetics and genomics and emerging technologies (such as direct to consumer marketing of genetic tests, pharmacogenomics and epigenetics). The course content will be enriched by incorporating popular press and media in application assignments.

**NURSG 108  
NURSING RESEARCH: USING BEST PRACTICES AND  
EVIDENCE TO IMPROVE CLINICAL OUTCOMES**

**(2 UNITS)**

This course is designed to introduce nursing research and evidence-based practice as it relates to achieving clinical outcomes. The student will learn to use nursing research and the collection of evidence as a systematic process to inform practice and make clinical judgments. Students will learn to

critically analyze research and understand how to utilize findings for evidence-based practice. ABSN Prerequisites: NURSG 128; NURSG 136. BSN Prerequisite: NURSG 137.

**NURSG 111  
PATHOPHARMACOLOGY FOR NURSING PRACTICE I**

**(3 UNITS)**

This course introduces the student to essential concepts in pathophysiology among diverse populations across the life span and general principles of pharmacology and medication administration for nursing practice. The course explores the relationship between these two foundational sciences to the science of nursing, placing emphasis on the mechanisms by which disease occurs and/or body systems fail and the pharmacological management, as well as other interventions, to address the disease process. Prerequisites: Anatomy, Physiology and Microbiology.

**NURSG 112  
PATHOPHARMACOLOGY FOR NURSING PRACTICE II**

**(3 UNITS)**

This course integrates general principles of pharmacology with pathophysiological phenomena among diverse populations across the lifespan. This course builds upon previous knowledge of pathophysiology and pharmacology. A continued emphasis is placed on the mechanisms by which disease occurs and/or body systems fail, and the pharmacological management, as well as other interventions to address complex disease processes. Prerequisites: NURSG 111

**NURSG 118  
PHARMACOLOGY**

**(3 UNITS)**

This course introduces the student to essential concepts in pharmacology for nursing practice. The course will focus on drug administration, legal issues, the major pharmacologic drug classes, practical information used in assessing patient response, medication side effects, and key patient education components. Offered online only.

**NURSG 119  
PATHOPHYSIOLOGY**

**(3 UNITS)**

In this course the student explores the continuum of health from wellness to death. Emphasis is placed on the mechanisms by which disease occurs and/or body systems fail. Students will examine pathophysiologic phenomena occurring in diverse populations across the life span. Prerequisites: Physiology, and Microbiology. Offered online only.

**NURSG 120  
MANAGING CARE OF THE ADULT AND  
CLINICAL INTEGRATION SEMINAR**

**(5 UNITS)**

Building upon the learner's previous knowledge, this course utilizes the nursing process to integrate theory with practice in promoting an individual's achievement of optimal health. Particular emphasis is placed upon the concept of wholeness, referring to the constant interactions of an individual's biological, emotional, sociocultural, spiritual, and environmental dimensions. Students will expand their knowledge of core competencies such as critical thinking, effective

communication, ethics, diversity, professionalism, leadership, information management and an appreciation for the global environment in which healthcare is provided. The students will develop nursing psychomotor skills to provide competent and safe care in a variety of settings. Prerequisites: NURSG 137 or NURSG 138; NURSG 119; NURSG 125. Corequisite: NURSG 111, NURSG 112. (2 units theory, 3 units clinical)

#### **NURSG 125** **HEALTH ASSESSMENT I** (2.5–4 UNITS)

Using principles of effective communication and the concepts of nursing, environment, person, and health, the student develops skill in performing health assessment of well individuals throughout the lifespan from infancy to older adults. The course introduces the student to the nursing process, communication and interviewing techniques, health assessment, data collection for the nursing history, and accurate and concise documentation of findings. Prerequisite: Admission to the ABSN or BSN program (BSN: 3 units lecture, 1 unit lab; ABSN: 1.5 units lecture, 1.0 unit lab)

#### **NURSG 126** **HEALTH ASSESSMENT II** (2.5 UNITS)

Introducing principles of health promotion and health teaching and building upon principles of basic health assessment, the students will continue to develop health assessment techniques on individuals within a continuum of healthcare settings. Assessment also includes understanding the family, community, or population and utilizing data from organizations and systems in planning and delivering care. Prerequisites: NURSG 125, NURSG 138 (1.5 units lecture, 1.0 unit lab)

#### **NURSG 127** **MANAGING CARE OF THE ADULTS I-II** (10 UNITS)

This course focuses upon both caring for and caring about the adult client. Building upon the learner's previous knowledge, the course utilizes the nursing process in providing opportunity to integrate theory with a focus on nursing interventions directed towards protection, promotion, maintenance, and restoration of the health of patients and their human responses to both chronic and acute illness. Particular emphasis is placed upon the concept of wholeness, referring to the constant interactions of an individual's biophysical, emotional, socio-cultural, spiritual, and environmental dimensions. By applying the Nursing Process, the baccalaureate prepared student nurse continues to distinguish the healthcare needs of the adult patient within the context of the family constellation and the community. Theory content for this nursing course addresses selected areas of health alterations that beginning and intermediate nursing student will likely encounter in the clinical setting. The course content is designed to assist the learner in knowledge development of core competencies such as critical thinking, effective communication, ethics, diversity, professionalism, leadership, information management, and an appreciation for the global environment in which healthcare is provided. Prerequisites: NURSG 137; NURSG 119; NURSG 125, NURSG 129. Corequisites: NURSG 112, NURSG 128.

#### **NURSG 128** **HEALTHY AGING** (2 UNITS)

This course builds on prior learning experiences to facilitate caring for the older adult client. This course introduces students to the biopsychosocial, cultural, ethnogeriatric, and political concepts of aging. The student applies knowledge of the nursing process, human development, theories of aging, evidence-based practice and environmental factors to promote the client's achievement of an optimal level of health and functioning across a continuum of healthcare settings. ABSN Prerequisites: NURSG 120; NURSG 126. BSN Prerequisites: NURSG 111, NURSG 125, NURSG 129, NURSG 137. Must be taken concurrently with NURSG 112, NURSG 120, and NURSG 136.

#### **NURSG 129** **PSYCHIATRIC/MENTAL HEALTH NURSING** (5 UNITS)

This course focuses on the application of psychiatric/mental health nursing concepts to the care of individuals, families, groups and communities. Within a therapeutic, interactive relationship the student assesses the client's mental health needs. Emphasis is placed on the application of concepts of communication. Theories of mental health will be explored. These theories are selectively integrated with concepts of mental health nursing in the care of clients in a variety of settings from the most restrictive to the least restrictive. Intensive experience will be offered in one clinical setting and in various community settings. Prerequisite: Admission to the BSN program. (2 units lecture, 3 units clinical)

#### **NURSG 136** **MANAGING CARE OF ADULTS II** **AND CLINICAL INTEGRATION SEMINAR** (5 UNITS)

The course builds on prior knowledge and learning experiences of the students. It focuses on nursing interventions directed towards, protection, promotion, maintenance, and restoration of the health of patients and their human responses to both acute and chronic illness. Through application of the Nursing Process, the baccalaureate prepared student nurse continues to distinguish the healthcare needs of the adult patient within the context of the family constellation and the community. ABSN Prerequisites: NURSG 120; NURSG 126. (2 units lecture, 3 units clinical)

#### **NURSG 137** **INTRODUCTION TO PROFESSIONAL NURSING** (3 UNITS)

This course is an introduction to the role of the professional Registered Nurse, and the concepts of person, health, and environment. Students will consider aspects of professional practice including legal scope of practice, concepts of decision making, evidence-base for practice; and transfer of knowledge. The student will develop a beginning appreciation of how culture influences the expectations of persons and their rights and responsibilities in the healthcare system. This course introduces students to critical thinking and bioethics, and provides opportunity to examine the ethical issues facing professional nurses and the healthcare delivery system.

**NURSG 138****INTRODUCTION TO PROFESSIONAL NURSING  
AND THE HEALTH CARE DELIVERY SYSTEM (2 UNITS)**

Introduction to the healthcare system, nursing as a profession, and the concepts of health, illness and environment. Cultural sensitivity, patient's rights and responsibilities, critical thinking, and ethical foundations are discussed. Students examine nursing history, paradigm, ethical cases, nursing as a caring science, holistic and allopathic approaches to healing, and values and ethical decision making models. Prerequisite: Admission to the ABSN program.

**NURSG 144****CARE OF THE CHILDBEARING FAMILY (5 UNITS)**

Students examine and practice the nursing role with diverse families in all phases of the childbearing process with an emphasis on the changes occurring in the biological, personal and social systems. The health needs of the childbearing family are studied from the perspective of the concepts of health promotion and disease prevention. Clinical experiences are provided in hospital and community settings. ABSN Prerequisite: NURSG 136. BSN Prerequisite: NURSG 127. (2 units lecture, 3 units clinical)

**NURSG 158****NURSING CARE OF INFANTS,  
CHILDREN AND YOUTH POPULATIONS (5 UNITS)**

Exploring the concepts of health and human development, and using the nursing process, students apply the nursing role in providing care to children from birth to young adulthood and to their families. Children's health problems are examined within the context of family, social and community systems, and interdisciplinary healthcare systems in primary, secondary, and tertiary care. Developmental differences in response to health promotion, screening and acute and chronic illnesses in community agencies and hospitals are emphasized. Students will provide nursing care to children and youth in a variety of healthcare settings. Prerequisites: NURSG 127, NURSG 136. (2 units lecture, 3 units clinical)

**NURSG 160****NURSING LEADERSHIP,  
MANAGEMENT, AND HEALTH POLICY (3 UNITS)**

This course is designed to assist students to explore management and leadership issues as they assume the professional role of registered nurse in a complex healthcare environment. Content focuses on organizational and systems leadership, quality improvement and safety while providing integrated, cost-effective care to clients by coordinating, supervising, and/or collaborating with members of the multi-disciplinary healthcare team. The role of the professional nurse as a leader and change agent shaping policy at the unit, organizational, local, state, and national levels is explored. The nature of politics of the work unit and the healthcare organization and role in advocating for improvements in patient care and nursing practice are analyzed. Students will have the opportunity to apply leadership

and management theories and concepts to practice in the Senior Synthesis (NURSG 181/190) course. Course must be taken concurrently with NURSG 181 or NURSG 190. ABSN Prerequisites: NURSG 129; NURSG 170. BSN Prerequisites: NURSG 144, NURSG 158, NURSG 164.

**NURSG 164****MANAGING CARE OF ADULTS III AND  
CLINICAL INTEGRATION SEMINAR (5 UNITS)**

This course builds on prior learning experiences to develop knowledge and skills used to facilitate culturally competent, holistic, patient-centered care for adults experiencing complex health variations. The integration of basic with advanced knowledge in pathophysiology, pharmacology, communication concepts, and therapeutic interventions provides the foundation for the provision of safe, effective, evidence-based professional nursing care. Students will become increasingly competent in the application of nursing process, problem-solving and critical thinking as they provide nursing care based on evidence that contributes to safe and high quality patient outcomes within healthcare micro-systems. ABSN Prerequisites: NURSG 128; NURSG 136. BSN Prerequisites: NURSG 127. (2 units lecture; 3 units clinical)

**NURSG 170****COMMUNITY HEALTH NURSING (5 UNITS)**

Community health nursing is a synthesis of the practice of two disciplines: Nursing and public health. This course focuses on the promotion and maintenance of the health of aggregates with the community as client, and uses principles, concepts, and theories from nursing and public health to promote the special needs of vulnerable populations across the lifespan. ABSN Prerequisites: NURSG 108; NURSG 144, NURSG 158, NURSG 164. BSN Prerequisites: NURSG 144, NURSG 158, NURSG 164. (2 units lecture, 3 units clinical)

**NURSG 176****HOME HEALTH NURSING ELECTIVE (4 UNITS)**

This course will be offered for students who wish to practice within the home health arena. Content and learning experience will be focused on care of ethnically diverse clients within their home, working with the interdisciplinary team and utilization of community resources. Students will be placed with preceptors for their clinical experience. Prerequisites: NURSG 164; NURSG 158 (2 units lecture, 2 units clinical)

**NURSG 178L****RURAL HEALTH NURSING ELECTIVE (4 UNITS)**

This course is offered in conjunction with the Rural California Nursing Preceptorship Program. Designed to provide senior students with a planned opportunity to experience clinical nursing in a rural setting. This program coordinates placement of students in hospital and healthcare facilities and arranges low-cost room and board placement. Prerequisites: NURSG 164 required for critical care placements; NURSG 144 required for perinatal placements. (4 units clinical)

**NURSG 180**  
**BASIC DYSRHYTHMIA**  
**ANALYSIS AND MANAGEMENT (2 UNITS)**

NURSG 180 facilitates development of the learner's knowledge and skills in basic cardiac dysrhythmia interpretation and management. Emphasis is placed on causes and hemodynamic effects of rhythm disorders, clinical assessment parameters, and nursing care of the patient. Concepts are reinforced through specific application to simulated client situations. The simulated situations assist the learner in the development of analytical thinking and synthesis of course content.

**NURSG 181L**  
**SENIOR SYNTHESIS (3 UNITS)**

This course is designed to assist the learner in using critical thinking, ethical reasoning and clinical judgment in synthesizing nursing theory/knowledge and nursing therapeutics into nursing practice. The learner will have an opportunity to focus on a selected area of nursing practice while providing quality care which maintains the safety of the patient. Through the use of the nursing process, the learner will provide culturally sensitive nursing care to diverse clients. This care will be increasingly self-directed, independent, creative and based on evidence. The learner will apply leadership and management principles to the clinical practice setting to further develop his/her/hir understanding of the professional nursing role. Prerequisites: NURSG 129; NURSG 170. Must be taken concurrently with NURSG 160.

**NURSG 190L**  
**SENIOR SYNTHESIS (6 UNITS)**

This course assists the student in synthesizing nursing theory, knowledge and nursing therapeutics in his/her/hir selected area of clinical practice. The student will provide nursing care that is increasingly self-directed and independent. Application of leadership and management principles will also be incorporated in the clinical setting. Prerequisites: NURSG 144, NURSG 158, NURSG 164 (must be taken concurrently with NURSG 160). (6 clinical units)

**NURSG 191L**  
**NURSING WORK STUDY**

The work-study option provides the student with an opportunity for guided clinical practice of previously acquired nursing theory and skills in a variety of clinical settings. Working under the direct supervision of an RN preceptor employed by the clinical agency, the student plans, implements, and evaluates nursing care for a selected group of clients. The student works closely with the preceptor and a faculty representative to meet individualized learning objectives. Prerequisite: senior standing (1–4 units clinical)

**NURSG 192**  
**INTERNATIONAL NURSING ELECTIVE (4 UNITS)**

A course focusing on nursing and healthcare in the global environment. Content and learning experience may relate to the study of nursing and healthcare in one or more communities/countries outside the continental USA. Clinical experiences are designed to increase the student's knowledge of aggregate healthcare and nursing problems in foreign countries and to improve the student's ability to provide care to diverse clients in these settings. Prerequisite: senior standing

**RN TO BSN COURSES**

**GENED 410**  
**MINDFULNESS-BASED STRESS REDUCTION (2 UNITS)**

The central focus of this course is training in Mindfulness Based Stress Reduction (MBSR). Informed by a mind/body practice and an in-depth personal exploration of meditative awareness in everyday life, the place of the meditative mind in professional practice is explored. Students develop their capacity to become aware of, deliberately cultivate, and use intrinsic qualities in their personal and professional relationships. These qualities include non-judgmental awareness, concentration, openness, flexibility, equanimity, wisdom, warmth, and compassion for self and others and lead to a deeper appreciation of interdependence and connectedness in our daily lives. Research on benefits of MBSR and professional recommendations for using MBSR to support therapeutic presence and create safer healing environments is introduced. This is a face-to-face course with a small online component.

**GENED 431**  
**APPLIED RESEARCH & STATISTICS I (1 UNIT)**

This course is the first in a four-part series for understanding research findings. Students learn the components of a research article. Basic statistical principles for reading quantitative research are introduced with an emphasis on understanding descriptive research. This is a blended course with required online and face-to-face components.

**GENED 432**  
**APPLIED RESEARCH & STATISTICS II (1 UNIT)**

This course is the second in a four-part series for understanding research findings. Students are introduced to computerized search processes for published research studies. The focus of this course is concepts of inferential statistics. Students learn to interpret p-values, effect sizes, power, and confidence intervals. This is a blended course with required online and face-to-face components.

**GENED 433**  
**APPLIED RESEARCH & STATISTICS III (1 UNIT)**

This course is the third in a four-part statistics series for understanding research findings. Basic statistical principles for parametric and non-parametric testing are introduced. Scholars read quantitative research to identify relationships between research hypotheses/questions, statistical analysis, and study results. This is a blended course with required face-to-face and online components.



**NURSG 434****APPLIED RESEARCH & STATISTICS IV****(2 UNITS)**

This course is the final course in a four-part series for understanding research findings. Qualitative and quantitative designs, purposes, and terms are introduced. Concepts of evidence-based practice, including hierarchies of evidence and a format for clinical questions are introduced. Key concepts for understanding systematic reviews of the literature, meta-analysis, and meta-synthesis are introduced. Students conduct computerized searches for clinical guidelines and research evidence that address a select PICOTS question and summarize findings to effectively communicate practice applications for a quality or safety problem. This is a blended course with both online and face-to-face components.

**GENED 440****HEALTH POLICY I****(1 UNIT)**

The first course in this two-part series exploring health policy introduces the historical, political, and economic forces that shape the US healthcare system together with current mechanisms for reimbursing healthcare services. Social values including choice and social justice are discussed in relationship to challenges facing healthcare delivery in the United States. Students read health policy writers, journalists, and op-ed columnists from across the political spectrum to contextualize and develop their own values and positions, paying particular attention to research on access, costs, and outcomes. This is a blended course with required face-to-face and online components.

**GENED 442****HEALTH POLICY II****(1 UNIT)**

The final course in this series exploring health policy compares research findings on access to health insurance and healthcare, quality of care, aggregate health outcomes, and costs of healthcare in the United States and other countries. Scholars learn how to improve policy that affects health through participation in community organizations. Scholars continue reading health policy writers, journalists, and op-ed columnists from across the political spectrum to contextualize and develop their own values and positions. This is a blended course with required face-to-face and online components.

**NURSG 450****NURSING SCIENCE I****(1 UNIT)**

The first course in a three-part series assesses the scholars' knowledge required to recognize common responses to human health problems, identify gaps, and establish communities of learning. Scholars investigate the inter-relatedness of the unitary human being including the physical, emotional, mental, and spiritual dimensions. Scholars learn to recognize common underlying dysfunctions, the interrelatedness of body systems, and how these manifest in the patient at the point of care. This is a blended course with required face-to-face and online components.

**NURSG 452****NURSING SCIENCE II****(2 UNITS)**

The second course in this three-part series focuses on the integration of pathophysiological and pharmacological knowledge to address conditions commonly encountered in the continuum of care. Scholars learn patient-centered care and best practices using a unitary caring science approach. This is a blended course with required face-to-face and online components.

**NURSG 454****NURSING SCIENCE III****(2 UNITS)**

The last course in this three-part nursing science series focuses on complex and multisystem dysfunction encountered in the continuum of care. Scholars apply patient centered care and best practices using a unitary caring science approach. This is a blended course with required face-to-face and online components.

**GENED 456****GENETICS & GENOMICS****(2 UNITS)**

Scholars evaluate knowledge and attitudes about genetics and genomics; explore educational interventions that enhance literacy in genetics and pedigree analysis; examine the risks and benefits of genetic testing; and discuss the ethical, legal, social, and privacy issues related to emerging technologies such as direct-to-consumer marketing of genetic tests, and pharmacogenomics. Scholars will be introduced to the concept of epigenetics. Related ethical, legal, and social implications that affect resource allocation and health policy are discussed. This is a blended course with required face-to-face and online components.

**NURSG 460****QUALITY, SAFETY & LEADERSHIP I****(2 UNITS)**

The chief purpose of leadership in the healthcare industry is to ensure safe, quality patient care. The first course in this four-part series focuses on self-knowledge, ethics, and informatics. Students complete a variety of instruments to identify preferences and develop communication and teamwork skills, especially with those who have markedly different preferences. Using the American Nurses' Association Code of Ethics for Nurses as a framework, students explore professional challenges associated with meeting the four key components of the professional nursing role: clinician/ practitioner, teacher-learner, leader, and scientist. The informatics component focuses on emerging technologies used to record, retrieve, and critically analyze clinical data to improve nursing care. This is a blended course with required face-to-face and online components.

**NURSG 464****QUALITY, SAFETY & LEADERSHIP II****(2 UNITS)**

The chief purpose of leadership in the healthcare industry is to ensure safe, quality patient care. The second course in a four-part series focuses on organizational missions, cultures of safety, models of change, aggregate outcomes. Scholars identify datasets used to evaluate practice against standards, identify a local quality or safety problem, and begin their e-portfolio. This is a blended course with required face-to-face and online components.

**NURSG 466****QUALITY, SAFETY & LEADERSHIP III****(2 UNITS)**

The chief purpose of leadership in the healthcare industry is to ensure safe, quality patient care. The third course in a four-part series focuses on organizational missions, cultures of safety, models of change, aggregate outcomes. Scholars identify datasets used to evaluate practice against standards, identify a local quality or safety problem, and begin their e-portfolio. This is a blended course with required face-to-face and online components.

**NURSG 468****QUALITY, SAFETY & LEADERSHIP IV****(2 UNITS)**

The chief purpose of leadership in the healthcare industry is to promote healthy work environments that deliver safe, quality patient care. The final course in a four-part series focuses on developing the knowledge, skills and attitudes to transform healthcare delivery in the United States. Scholars finalize practice improvement projects, share them with clinical partners, and design a project evaluation. This is a blended course with required face-to-face and online components.

**NURSG 470****COMMUNITY/ PUBLIC HEALTH NURSING I****(1 UNIT)**

This course introduces the concept of community as client. Students learn about the special needs of vulnerable populations across the lifespan. The focus is on assessing the health of a population. This is a blended course with required face-to-face and online components.

**NURSG 470L****COMMUNITY/ PUBLIC HEALTH NURSING I PRACTICUM****(1 UNIT)**

Students use the 45-hour clinical practicum to develop relationships within an agency, to cultivate partnerships within a community, and to complete a comprehensive assessment of a community. This course is face-to-face.

**NURSG 472****COMMUNITY/ PUBLIC HEALTH NURSING II****(1 UNIT)**

This course focuses on evidence-based practice in public health. Principles of epidemiology are introduced. Community assessments are completed and used to increase awareness of available and underutilized resources. The concept of

community resilience is explored in relation to planning and organizing community health initiatives. The course culminates in an evidence-based plan for improving the health of a community. This is a blended course with required face-to-face and online components.

**NURSG 472L****COMMUNITY/ PUBLIC HEALTH NURSING II PRACTICUM****(1 UNIT)**

Students use the 45-hour clinical practicum to conduct screenings, analyze disease incidents, provide health education, and implement interventions that are based on a comprehensive assessment. The assessment and plan is disseminated within the organization. This course is face-to-face.

**GENED 490****HUMANITIES IN HEALTH & ILLNESS****(2 UNITS)**

Students explore how normative and deviant behaviors surrounding birth, life, suffering, and death are shaped in art—primarily novels, films and plays. Historical and cultural roles of caring for the sick and caring for souls are examined in relationship to a society's literature and its understanding of personhood and community. This is a blended course with face-to-face and online and components.

**GRADUATE COURSES****NURSG 500****TRANSITION TO PROFESSIONAL ROLE OF NURSING****(2 UNITS)**

This course is an introduction to the healthcare system, concepts of person, nursing, health, illness, and environment. Using a model of professional practice, history, and transition theory, the student develops a beginning knowledge of the RN role in contemporary society. Concepts of caring, ethics, the influence of culture on health, and wellness, and critical thinking techniques pertinent to the professional nurse will be explored. This course will also explore the history of nursing and how it shapes nursing as a scholarly discipline that defines practice. The focus of the historical review will be on how history continues to influence the future of nursing.

**NURSG 520****INTEGRATION OF BASIC PRINCIPLES OF PATHOPHYSIOLOGY AND PHARMACOLOGY****(5 UNITS)**

This course introduces and integrates general principles of pharmacology and pathophysiological phenomena. It explores the relationship of these two foundational sciences to the science of nursing. Placing emphasis on the mechanisms by which disease occurs and/or body systems fail and the nursing and pharmacological management of the disease process. Using the foundation of professional role and the process of clinical reasoning to make a decision, the RN's role in medical management and decision-making is explored.

**NURSG 524/524L  
HEALTH ASSESSMENT**

**(3 UNITS)**

Using principles of effective communication and the concepts of nursing, environment, person, and health, the student develops skill in performing health assessment of well individuals throughout the lifespan from infancy to older adults. The course introduces the student to the nursing process, communication and interviewing techniques, health assessment, data collection for the nursing history, and accurate and concise documentation of findings.

**NURSG 534/534L  
PSYCHIATRIC/MENTAL HEALTH NURSING**

**(5 UNITS)**

This course focuses on the application of psychiatric/mental health nursing concepts to the care of individuals, families, groups and communities. Within a therapeutic, interactive relationship, the student assesses the patient's and family's mental health needs and works with them to develop a plan that supports their desired health outcomes. Emphasis is placed on the application of concepts of communication and its use in shaping the individuals/families narrative as it relates to their health needs. Current theories of mental illness and treatment will be explored. Utilizing the individual/family narrative, theories are then selectively integrated into mental health nursing care. A variety of patient care settings are selected during the clinical portion in order to provide an opportunity for the student to relate theory to practice. The initial five weeks of clinical will be utilized to introduce the student to various communication approaches in order to help the student develop the basic skills needed to effectively communicate in a variety of settings. Therapeutic communication, motivational interviewing, lateral violence and professional communication, de-escalation and group will be central concepts in this portion of the course. (2 units lecture, 3 units clinical)

**NURSG 540/540L  
REPRODUCTIVE HEALTH CARE**

**(5 UNITS)**

Students examine and practice the nursing role with diverse families in all phases of the childbearing process with an emphasis on the changes occurring in the biological, personal and social systems. The health needs of the childbearing family are studied from the perspective of the concepts of health promotion and disease prevention. Clinical experiences are provided in hospital and community settings. Prerequisites: NURSG 520; NURSG 524/524L; NURSG 534/534L; NURSG 542L; NURSG 543L; NURSG 546/546L. (2 units lecture, 3 units clinical)

**NURSG 542L AND NURSG 543L  
NURSING SKILLS I AND II**

**(1 UNIT EACH)**

The courses NURSG 542 and NURSG 543 provide the student with theory and practice of skills inherent in the professional nursing role. The student will learn to make informed decisions by utilizing inquiry, information technology and analysis in the application of evidence based nursing and clinical reasoning. Incorporating the concepts learned from

the sciences into the nursing process, the student is accountable for demonstrating beginning competence with the following: medication administration via a variety of routes, dosage calculation, maintenance of a safe and hygienic environment, attention to correctly and safely mobilizing clients, assessment and management of acute pain, dressings and wound care, promoting gastrointestinal function, intubation and maintenance, oral and enteral feeding measures, capillary blood glucose monitoring, urinary catheterization and care. Skills acquisition is presented within the context of the professional nursing role with the student held accountable for demonstrating comprehension of basic principles of teaching/learning, nursing documentation and medical and surgical asepsis.

**NURSG 546/546L  
NURSING CARE OF ADULTS AND OLDER ADULTS**

**(10 UNITS)**

This course builds on previous course work to promote nursing care for adults and older adults within an interdisciplinary team. The focus is on health promotion, disease prevention, maintenance and restoration of health in individuals who are healthy and those responding to acute and chronic illness across the life span. The student applies knowledge of the nursing process, human development and environmental factors to provide care to adults and older adults within a family support network. The student continues in building their knowledge about the professional role of RN's, exploring leadership, outcome management, and decision making in diverse population of the acutely ill hospitalized patient. Prerequisites: NURSG 520; NURSG 524/524L; NURSG 534/534L; NURSG 542L (4 units lecture, 6 units clinical)

**NURSG 550  
NURSES AS CONSUMERS OF RESEARCH**

**(2 UNITS)**

This course is designed to enhance student understanding of different types of research. By building on concepts of and utilizing tools of critical thinking, students will read a variety of research articles from selected disciplines. Nurse and other theorists will be explored in their relation to their contribution to research. The focus of the course is on developing an appreciation for research as a foundation for evidence based practice. By the end of this course, the student will have gained a deeper understanding of the integration among research, theory, evidence, and practice. This course lays foundational work for their graduate level research course. Corequisites: NURSG 546-546L, NURSG 562

**NURSG 556/556L  
NURSING CARE OF PEDIATRIC  
AND YOUTH POPULATIONS**

**(5 UNITS)**

Exploring the concepts of health and human development, and using the nursing process, students apply the nursing role in providing care to children from birth to young adulthood and to their families. Children's health problems are examined within the context of family, social and community systems, and interdisciplinary healthcare systems in primary, secondary, and tertiary care. Developmental differences



related to screening, health promotion, and acute and chronic illnesses in community agencies and hospitals are emphasized. Prerequisites: NURSG 520; NURSG 524/524L; NURSG 534/534L; NURSG 542L; NURSG 543L; NURSG 546/546L (2 units lecture, 3 units clinical)

**NURSG 560**  
**LEADERSHIP, MANAGEMENT AND**  
**ORGANIZATIONAL BEHAVIOR IN**  
**HEALTH CARE DELIVERY SYSTEMS** (3 UNITS)

This course is designed to assist the learner in developing as a professional nurse by investigating leadership, management and organizational theories and principles. The learner studies the leadership role, communication styles, and management characteristics within healthcare organizations, and explores patterns of decision-making, and concepts of change and innovation. The focus is to provide the learner with knowledge of and preparation for the first leadership and management position. Prerequisites: NURSG 556/556L; NURSG 566/566L. NURSG 560 must be taken concurrently with NURSG 594L.

**NURSG 562**  
**PROFESSIONAL, LEGAL & ETHICAL ISSUES** (3 UNITS)

This survey course is designed to acquaint you with major professional, legal and ethical concerns within the healthcare field and the nursing profession. The course is also intended to serve as a catalyst for continuing examination of your professional status in this changing world where, despite good intentions, professional, legal and ethical problems can and do arise. Prerequisites: NURSG 534/534L; NURSG 562 must be taken concurrently with NURSG 546/546L.

**NURSG 566/566L**  
**ADVANCED CARE OF THE ADULT/OLDER ADULT** (5 UNITS)

Care of adults with complex variations in healthcare patterns. Students integrate knowledge of pathophysiology, diagnostics, pharmacology, therapeutic interventions, and communication concepts as applied to the care of medical and surgical clients from a variety of ethnic backgrounds. Focus on increasing competence in the application of the nursing process, research, problem-solving, and critical thinking. A variety of healthcare settings will be used, including acute and critical care facilities. Prerequisites: NURSG 518; NURSG 519; NURSG 524/524L; NURSG 534/534L; NURSG 542L; NURSG 543L; NURSG 546/546L (2 units lecture, 3 units clinical)

**NURSG 570/570L**  
**COMMUNITY HEALTH NURSING** (5 UNITS)

Community Health is a synthesis of the practice of two disciplines: public health and nursing. This course focuses on the promotion and maintenance of health in selected settings with the culturally diverse families and the community as the units of analysis. Prerequisites: NURSG 534/534L; NURSG 540/540L; NURSG 546/546L; NURSG 556/556L; NURSG 566/566L (2 units theory, 3 units clinical)

**NURSG 594L**  
**CLINICAL INTERNSHIP** (5 UNITS)

This course will assist the student in synthesizing nursing theory/knowledge and nursing therapeutics in his/her/hir nursing practice. The student will focus on a selected area of general nursing practice. Modeling care on based on the nursing process, the student will provide culturally sensitive nursing care that is increasingly self-directed, independent and creative. The student will apply leadership, professional, and management principles to the clinical practice setting to enhance understanding of the professional RN role and prepare for entry into the novice level of practice. Prerequisites: NURSG 534/534L; NURSG 542L; NURSG 543L; NURSG 546/546L; NURSG 540/540L; NURSG 556/556L; NURSG 566/566L. NURSG 560 must be taken concurrently. (5 units lab)

**NURSG 600**  
**THEORETICAL FOUNDATIONS FOR**  
**HEALTH PROFESSIONALS** (3 UNITS)

This course will introduce the structure and functions of theory within the sciences, the humanities, and the healthcare disciplines. Theory development will be examined in relation to major philosophical positions on knowledge development. The interrelationship among theory, research, and practice will be explored. Examples of prototypical theories will be used to demonstrate the structure and functions of theory and applications to real world settings. Further, selected discipline-specific and common substantive theories will be discussed.

**NURSG 601**  
**RESEARCH METHODS** (3 UNITS)

This course presents an overview of the research process, with emphasis on using the scientific method to identify and investigate problems in clinical practice. Major topic areas include: types of research approaches, formulation of research problems and hypothesis/research questions, preparing a literature review including theoretical/conceptual framework, study designs and selecting a research method, sampling, measurement of variables, and data collection and analysis.

**NURSG 602**  
**ANALYSIS OF HEALTH POLICY ISSUES** (3 UNITS)

This course focuses on political structures, the political process, and development of healthcare policy. The course begins with an overview of the healthcare system as shaped by cultural and societal values, perceived purposes of healthcare, and modern technology. Attention will be given to issues of economics, finance, regulatory systems, and social justice for consumer groups.

**NURSG 603**  
**EPIDEMIOLOGY AND BIOSTATISTICS** (3 UNITS)

This course presents an introduction to the principles, methods, and uses of epidemiology in determining the distribution of populations at high risk, surveillance of health status, and planning and evaluation of health services. The course focuses on determining the relevance of the findings of epidemiological studies to clinical practice of individuals, families, and communities.

**NURSG 604****FOUNDATIONS OF EDUCATION****(3 UNITS)**

Basic educational principles, methods, and theories applied to the role of a clinical specialist. Students will be asked to examine critically their current conceptions and understandings of academic and clinical education in light of education and behavioral theories and future trends in healthcare, the professions, and professional education. Topics include philosophical perspectives in education, use of educational technology and tools, analysis and application of learning theories across the life span, and evaluation and assessment strategies.

**SYNTHESIS REQUIREMENT**

The synthesis project is the final degree requirement for the MSN degree. This requirement is designed to provide students with an opportunity to apply new knowledge and insight from graduate education in the completion of a thesis or special project. While there are various options from which a student can choose to demonstrate the Program Learning Outcomes (PLOs) objectives of the master's degree program, all of the options include the expectation that students will be able to effectively articulate ideas in writing, use primary and secondary library and information sources, and produce the quality of work that can withstand peer review.

**SYNTHESIS OPTIONS****NURSG 605****THESIS****(3 UNITS)**

A thesis is a written report of a research study conducted under the guidance of and in keeping with the expertise of a faculty member with an established research agenda. A student desiring this option should declare this intention no later than the second semester of enrollment in order to ensure that a faculty advisor is formally assigned to provide early direction on the research project. Three semester units of credit are awarded upon successful completion of the thesis.

**NURSG 606****SPECIAL PROJECT****(3 UNITS)**

The special project may take one of three forms: (a) Preparation of a scholarly paper for publication in concert with a faculty member. This assignment, which requires considerable student initiative, will include participation in the development of a topic, literature review, data collection and analysis as appropriate, and preparation of a scholarly paper for publication. (b) Preparation of a scholarly report on the implementation of a major health program or instructional innovation designed to improve healthcare to high-risk populations in the community. Such a project is the culmination of work initiated in the core theory and clinical courses in the student's area of concentration. (c) Completion of a comprehensive exam specific to the student's clinical specialty. The format, content, and timing of administration of this exam vary with each of the MSN program tracks.

Refer to the MSN Synthesis Guidelines of the School of Nursing and program-specific documents for these details. Other scholarly projects are possible by arrangement. Three semester units of credit are awarded upon successful completion of the special project.

**NURSG 607****PROGRAM EVALUATION AND QUALITY IMPROVEMENT****(3 UNITS)**

This course focuses on methodology for successful evaluation of healthcare programs, including comparative analysis of program purposes, cost-benefit analysis, and cost-effectiveness. A conceptual framework for quality improvement is presented and techniques for establishment of comprehensive quality improvement programs in a variety of settings are analyzed.

**NURSG 608****ORGANIZATIONAL BEHAVIOR IN HEALTH CARE DELIVERY SYSTEMS****(3 UNITS)**

This course begins with an overview of organizations, foundations and elements of organizational theory, and elements of organizational functioning in healthcare settings. The student studies the executive leadership role, communication, leadership and management characteristics within organizations, patterns of decision-making and concepts of change, and innovation relative to healthcare organizations.

**NURSG 609****HEALTH CARE ECONOMICS****(3 UNITS)**

This course is designed to provide a critical analysis of economic theories and public and private financing of healthcare. The effects of financial and reimbursement mechanisms on healthcare delivery systems are explored. The impact of current reimbursement patterns on nursing and professional practice, individuals, and families are discussed and critiqued.

**NURSG 610****FINANCIAL MANAGEMENT****(3 UNITS)**

This course presents the basic components of financial and management accounting as they apply to healthcare settings. The budget process is presented, including operating and capital budget preparation, budget management and control, and the use of variance reports. Managerial decisions are made by students based on analysis of case-study presentations.

**NURSG 611****PERSONAL LEADERSHIP DEVELOPMENT****(3 UNITS)**

This course focuses on personal leadership style and factors related to enhancing leadership effectiveness. Content covers leadership principles, visioning, creating a positive work climate, planning and implementing change, communication, working with groups using participative group process tools, and dealing with difficult people or situations. The course uses personal style assessments and outside projects to achieve personal application of concepts.

**NURSG 612****HEALTH CARE FINANCE****(3 UNITS)**

This course investigates the mechanisms by which healthcare is financed and healthcare providers are compensated in the United States. The effects of financing and reimbursement mechanisms on healthcare delivery systems, healthcare organizations, healthcare providers, and the patient are explored. Both public and private mechanisms of financing will be analyzed. The impact of current reimbursement patterns on healthcare delivery, professional practice, and the healthcare consumer are discussed and critiqued.

**NURSG 613****CURRICULUM DESIGN****(3 UNITS)**

In this course, curriculum development in professional education is explored with emphasis on contemporary theories of and processes for various designs. Includes review of classical and current literature for planning, implementing, and assessing curricular plans. Principles can be applied to consumer and continuing education programs as well as degree programs.

**NURSG 614****METHODS OF TEACHING AND EVALUATION****(3 UNITS)**

This course includes development, implementation, and evaluation of educational learning experiences based on adult learning theories. This course includes review of contemporary literature in the area of adult learning theory, teaching and learning methods, and assessment/evaluation methods for traditional and nontraditional education programs. Students will have the opportunity to practice a variety of teaching methods.

**NURSG 615L****CLINICAL PRACTICUM****(3 UNITS)**

Guided clinical learning experiences provided in settings with clinical specialists as preceptors. Individual arrangements may be made with clinical centers in the student's geographic location. This course is designed to facilitate a higher level of clinical competence.

**NURSG 616****RESEARCH PRACTICUM****(3 UNITS)**

This course includes supervised research experiences in an established research setting. Opportunities to participate in ongoing studies and for mentoring are provided.

**NURSG 617****TEACHING PRACTICUM****(3 UNITS)**

This course is designed to provide structured opportunities for students to engage in academic or clinical teaching. Individual arrangements with clinical centers and academic programs are made to facilitate development of competence in planning, teaching, and evaluating student learning.

**NURSG 618****MULTICULTURAL HEALTH CARE****(3 UNITS)**

Focuses on global awareness as a conduit to providing culturally sensitive care. Cultural relativism, human diversity in the meaning of health and illness, and the similarities and differences in the expectations, wants, and needs of the community and provider are explored and analyzed. Interdisciplinary care aimed at ways to bridge the health gap existing in the community are developed and applied. A developmental approach is used to compare cultural practices and expectations throughout the life cycle, especially during significant life change events. Topics include adaptation to chronic illness, expression of pain, culturally relevant care in acute care, and cross-cultural differences in mental health and family healthcare. Specific cultural groups covered would be representative of the demographic patterning of the community surrounding Samuel Merritt University. Prerequisite: senior or graduate standing

**NURSG 619****ADVANCED PATHOPHYSIOLOGY****(3 UNITS)**

This is a course which builds on prior knowledge of anatomy, physiology, and pathophysiology. The major focus of the course is the exploration of current theory and research related to pathophysiological processes as applied to commonly encountered problems in family-oriented primary care practice, including physiological and mental health disorders. The course includes a life-span perspective, with content relevant to perinatal, pediatric, adult, and geriatric clients. Application of content to the care of diverse multicultural populations is emphasized. Prerequisite: graduate status

**NURSG 620/620L****CASE MANAGEMENT****(6-8 UNITS)**

The course provides an overview of the healthcare delivery system and managed care systems as part of the delivery system. Healthcare organizational theory and structure, economics of healthcare, systems management, and ethical and legal issues are discussed in relation to managed care. Interdisciplinary collaboration and the role of nursing on the healthcare team and in managed care systems are examined. The clinical experience provides the student with an opportunity to apply theories and concepts to a select group of clients. Prerequisites: Licensure as a registered nurse; NURSG 612; NURSG 603 or NURSG 607; and completion of at least 12 units of graduate coursework (NURSG 600 and above courses). (3 units lecture, 3-5 units clinical)

**NURSG 621L****CASE MANAGEMENT CLINICAL PRACTICE AND SEMINAR****(3 UNITS)**

The clinical focus course provides students the opportunity to expand skills in the delivery of nursing care within a managed care/case management framework to a population of interest. The seminar component of the course will allow students to share insights into their developing roles. (3 units clinical: 8 hours practice, 1 hour seminar/week)

**NURSG 622**  
**INTERPRETING HEALTHCARE**  
**IN A GLOBAL WORLD**

**(1 UNIT)**

This course explores primary healthcare as well being in the context of globalization in an international setting. The influences of history, tradition, culture, and language, are examined from an interpretive postmodern perspective. A service and learning tour in Southeast Asian village settings is used as a medium to develop new understandings concerning notions of care, ethical action, and identity based on the critical hermeneutics of Paul Ricoeur and Richard Kearney. In addition to the travel experience, course activities include reading, discussion and a trip journal.

**NURSG 623/623L**  
**ADVANCED HEALTH ASSESSMENT FOR**  
**NURSE CASE MANAGERS**

**(3 UNITS)**

This course focuses on the strategies and skills needed to assess individuals throughout the life span in a case management setting. The expected outcome is competency in advanced health assessment as a Nurse Case Manager. The analysis of assessment data, based on developmental and ethnic variation, is integrated into the case management clinical decision making process.

Advanced health/physical assessment includes the comprehensive history, physical and psychological assessment of signs and symptoms, pathophysiologic changes, and psychosocial variations of the client: the individual, family, or community. If the client is an individual, the assessment should occur within the context of the family and community and should incorporate cultural and developmental variations and needs of the client. The purpose of this comprehensive assessment is to develop a thorough understanding of the client in order to determine appropriate and effective health-care including health promotion strategies. (2 units lecture, 1 unit lab)

**NURSG 624**  
**ADVANCED PATHOPHYSIOLOGY**  
**FOR NURSE CASE MANAGERS**

**(2 UNITS)**

This course provides the theoretical framework for understanding disease processes and physiological aberrations in all ages, including chronic illness and population health. Emphasis will be placed on the application of pathophysiology in the identification of common disease processes, clinical syndromes, and the trajectory and management of illness throughout a lifespan.

**NURSG 625**  
**ADVANCED PHARMACOLOGICAL**  
**MANAGEMENT FOR NURSE CASE MANAGERS**

**(2 UNITS)**

The focus of advanced pharmacological management for nurse case managers is clinical therapeutics, and it builds on prior knowledge of drug classifications, actions, interactions and side effects. The course concentrates learning on medications that are used in case management practice.

Emphasis is placed on learning the clinical use of drugs in the management of specific illnesses throughout a lifespan; to include therapeutic dosages, clinical endpoints, patient monitoring plans, and patient education.

Health-related information and medication compliance issues are of foremost concern throughout the course. This course builds on a sound foundation of pharmacology to facilitate comprehensive disease management.

**NURSG 626**  
**THEORETICAL FOUNDATIONS**  
**OF ADVANCED PRACTICE NURSING**

**(3 UNITS)**

This course explores the integration of contemporary theories with advance practice nursing. Learners will analyze selected theoretical frameworks and their application to modern day clinical practice. Foundational theories specific to the domains of informatics, patient safety and ethics, along with biopsychosocial model will be covered in this course, with interprofessional education and collaboration as a consistent conceptual theme. Emphasis will be placed on exploration of the substantive ideas being introduced and debated by healthcare thought leaders. The intent is to provide a solid knowledge base in aforementioned domains for subsequent learning activities in either nurse anesthesia or nurse practitioner program curriculum.

**NURSG 627**  
**PHARMACOLOGY COMPREHENSIVE**  
**EXAMINATION (PCE)**

**(1 UNIT)**

All students in the Program of Nurse Anesthesia (PNA) are required to complete all core MSN courses and a special synthesis project to satisfy the Synthesis requirement for a Master of Science in Nursing from SMU. There are 3 components of the special synthesis project in the senior academic curriculum: NURSG 627, the pharmacology comprehensive exams (PCE); NURSG 628, oral comprehensive examinations; and NURSG 629, the National Certification Examination (NCE) prep series 1 & 2 and Anesthesia Crisis Resource Management (ACRM) simulation sessions 1 & 2. During this course students prepare and complete the PNA PCE.

**NURSG 628**  
**ORAL COMPREHENSIVE EXAMINATION (OCE)**

**(1 UNIT)**

All students in the Program of Nurse Anesthesia (PNA) are required to complete all core MSN courses and a special synthesis project to satisfy the Synthesis requirement for a Master of Science in Nursing from SMU. There are 3 components of the special synthesis project in the senior academic curriculum: NURSG 627, the pharmacology comprehensive exams (PCE); NURSG 628, oral comprehensive examinations; and NURSG 629, the National Certification Examination (NCE) prep series 1 & 2 and Anesthesia Crisis Resource Management (ACRM) simulation sessions 1 & 2. During this course students prepare and take the PNA OCE.

**NURSG 629**  
**NATIONAL CERTIFICATION**  
**EXAMINATION (NCE) PREP SERIES AND**  
**ANESTHESIA CRISIS RESOURCE**  
**MANAGEMENT (ACRM) SIMULATION SERIES (2 UNITS)**

All students in the Program of Nurse Anesthesia (PNA) are required to complete all core MSN courses and a special synthesis project to satisfy the Synthesis requirement for a Master of Science in Nursing from SMU. There are 3 components of the special synthesis project in the senior academic curriculum: NURSG 627, the pharmacology comprehensive exams (PCE); NURSG 628, oral comprehensive examinations (OCE); and NURSG 629, the National Certification Examination (NCE) prep series 1 & 2 and Anesthesia Crisis Resource Management (ACRM) simulation sessions 1 & 2. During this course students prepare to take the NCE and participate in ACRM simulation sessions.

**NURSG 631**  
**ADVANCED ACUTE**  
**AND CHRONIC PAIN MANAGEMENT (2 UNITS)**

This course addresses advanced concepts of nurse anesthesia practice, specifically theoretical and practical considerations involved in the management of acute and chronic pain. Aspects of human anatomy, physiology, pathophysiology and pharmacology as they are related to the diagnosis and treatment of acute and chronic pain are considered. Emphasis will be placed on the integration and application of basic and advanced principles of nurse anesthesia to achieve effective acute and chronic pain management across all cultures. Healthcare policy related to the role of the CRNA in acute and chronic pain management will also be discussed.

**NURSG 641**  
**ORTHOPEDIC PRIMARY CARE:**  
**MUSCULOSKELETAL ASSESSMENT & DIAGNOSIS (2 UNITS)**

This course focuses on the strategies and skills needed to identify and diagnose common musculoskeletal disorders and stable fractures in individuals throughout the life span in a primary care setting with diverse populations. The expected outcome is advanced competency in assessing and diagnosing musculoskeletal conditions and stable fractures commonly seen in primary care practice. Analysis of assessment options based on developmental and ethnic variation is included. This course includes a review of functional musculoskeletal anatomy and physiology as well as focused physical assessment skills. Prerequisite: Acceptance in FNP program or permission from program director.

**NURSG 641L**  
**ORTHOPEDIC PRIMARY CARE LABORATORY (1 UNIT)**

This lab course is taken concurrently with NURSG 641, which focuses on the strategies and skills needed to identify and diagnose common musculoskeletal conditions in individuals throughout the life span in primary care settings with diverse populations. The expected outcome is advanced competency in assessing and diagnosing musculoskeletal conditions and stable fractures commonly seen in primary care practice.

Analysis of assessment options based on developmental and ethnic variation is included. This course includes a review of functional musculoskeletal anatomy and physiology as well as focused physical assessment skills. Prerequisite: Acceptance in FNP program or permission from program director.

**NURSG 642**  
**TREATMENT & COLLABORATIVE CARE (2 UNITS)**

This course focuses on the strategies and skills needed to identify, prevent, and manage stable musculoskeletal conditions in individuals throughout the life span in a family-oriented primary care setting with diverse populations. The expected outcome is advanced competency in managing musculoskeletal conditions commonly seen in primary care practice. Analysis of treatment options based on developmental and ethnic variation is included. This course emphasizes integration of evidence based guidelines and the performance of basic clinical skills pertinent to musculoskeletal care. Prerequisites: NURSG 641, NURSG 641L, NURSG 643L

**NURSG 642L**  
**TREATMENT & COLLABORATIVE CARE LAB (1 UNIT)**

This lab course is taken concurrently with NURSG 642, which focuses on the strategies and skills needed to identify, prevent, and manage stable musculoskeletal conditions in individuals throughout the life span in a family-oriented primary care setting with diverse populations. The expected outcome is advanced competency in managing musculoskeletal conditions commonly seen in primary care practice. Analysis of treatment options based on developmental and ethnic variation is included. This course emphasizes integration of evidence based guidelines and the performance of basic clinical skills pertinent to musculoskeletal care. Prerequisites: NURSG 641, NURSG 641L, NURSG 643L

**NURSG 643L**  
**CLINICAL PRACTICUM (2 UNITS)**

This course builds on NURSG 641L and continues to investigate musculoskeletal healthcare services within the context of evolving standards for evidence-based practice. In this course the learner is immersed in a variety of clinical settings and given the opportunity to apply these evolving standards in the provision of musculoskeletal healthcare services. This course is taken in conjunction with NURSG 641 which covers stable and chronic musculoskeletal conditions across the lifespan. Musculoskeletal assessment and diagnosis are emphasized. Prerequisites: Enrollment in NURSG 641 and NURSG 641L

**NURSG 644L**  
**CLINICAL PRACTICUM (2 UNITS)**

This course builds on NURSG 643L and continues to investigate musculoskeletal healthcare services within the context of evolving standards for evidence-based practice. In this course the learner is immersed in a variety of clinical settings and given the opportunity to apply these evolving standards in the provision of musculoskeletal healthcare services. This



course is taken in conjunction with NURSG 642 and NURSG 642L and covers stable and chronic musculoskeletal conditions across the lifespan. Musculoskeletal treatment and collaborative care are emphasized. Prerequisites: NURSG 641, NURSG 641L, NURSG 643L

**NURSG 649/649L**  
**ADVANCED HEALTH ASSESSMENT—**  
**NURSE ANESTHESIA (3 UNITS)**

This course focuses on the refinement of skills and strategies required to assess individuals throughout the life span in preparation for the range of anesthesia patient services provided in acute care settings. The expected outcome is competency in the cognitive, psychomotor, and interpersonal skills required of nurse anesthetists to complete thorough patient assessments pre-and post- anesthetic procedures, and to develop a sound, evidence-based anesthetic plan. Analysis of the physical assessment data takes into account developmental and cultural patient variations, as well as the systems variations of acute care hospitals. Emphasis is placed on integration of assessment data in the clinical decision making process. Simulation-based methodologies (SBM) are heavily integrated into the course.

**NURSG 651/651L**  
**PRINCIPLES OF ANESTHESIA I (4 UNITS)**

Lecture and seminar discussions introducing the basic principles of anesthesia practice. Includes historical perspectives of the profession, standards of practice, anesthesia assessment and monitoring principles, fundamental technical skills (airway management, use of essential anesthesia equipment) case planning protocols, and strategies for interventions and problem-solving throughout the perioperative period. Laboratory sessions, including the use of an anesthesia patient simulator, are designed to operationalize theoretical concepts. (3 units lecture, 1 unit lab)

**NURSG 652**  
**ADVANCED PHARMACOLOGY I (4 UNITS)**

First course in a series of two that focuses on advanced pharmacological concepts in anesthetic administration including pharmacodynamics, pharmacokinetics and toxicology profiles of primary anesthetic agents. Problem-solving applications in the clinical area are utilized.

**NURSG 653**  
**ADVANCED PATHOPHYSIOLOGY (3 UNITS)**

Lecture and discussion of pathologic states common to the surgical population which may affect in some substantial way the delivery of anesthesia. Content will be focused on primary disease processes, common therapies, and their relation to perioperative planning and case management.

**NURSG 654**  
**ADVANCED PHARMACOLOGY II (3 UNITS)**

Second course in a series of two courses that focuses on advanced pharmacological concepts in anesthetic administration including pharmacodynamic, pharmacokinetic, and toxicology profiles of adjunct anesthetic drugs and agents. Problem-solving applications in the clinical area are utilized.

**NURSG 655/655L**  
**PRINCIPLES OF ANESTHESIA II (6 UNITS)**

Lecture and seminar discussion in the study of the anesthetic implications of common and complex patient comorbidities (anemia, endocrine disorders, diabetes mellitus, morbid obesity, immunologic and mental disease) through the lifespan (pediatric through geriatric) and management of selected surgical procedures. Focus is on the procedural requirements of the surgeries, equipment used for anesthesia and surgery, and the appropriate anesthetic techniques and strategies, taking into account the patient's comorbidities including age related needs (and all other relevant facets of the perioperative setting). Advanced technical skills (regional anesthesia, difficult airway management, invasive monitoring) are covered in simulated sessions (laboratory) which also utilizes the anesthesia patient simulator to further operationalize theoretical and critical thinking concepts. (4 units lecture, 2 units lab)

**NURSG 656L**  
**CLINICAL ANESTHESIA I (1 UNIT)**

Supervised experiences in clinical anesthetic management of ASA class I and II patients involving all perioperative activities of general, regional and MAC cases. Case distribution and management will fulfill the requirements of the Council on Accreditation of Nurse Anesthesia Educational Programs (S/U).

**NURSG 657/657L**  
**HUMAN ANATOMY AND PHYSIOLOGY (5 UNITS)**

Lecture, laboratory, and discussion concerning functional activities of the living body in terms of both cellular and systemic functions. Content includes membrane characteristics and function, synaptic transmission, neurophysiology, cardiovascular function, respiratory mechanics, including control and exchange, digestion, renal function, fluid regulation, and homeostasis. Gross anatomy includes study of head and neck, thorax, and plexus of the upper extremity. (3 units lecture, 2 units lab)

**NURSG 658L**  
**CLINICAL ANESTHESIA II (3 UNITS)**

Supervised experiences in clinical anesthetic management of ASA class I, II and III patients involving all perioperative activities of general, regional and MAC cases. Case distribution and management will fulfill the requirements of the Council on Accreditation of Nurse Anesthesia Educational Programs (S/U).

**NURSG 659****PROFESSIONAL ASPECTS OF PRACTICE (3 UNITS)**

Course includes an analysis of the professional components of nurse anesthesia practice emphasizing ethical, social, legal, and regulatory responsibilities of the CRNA practitioner.

**NURSG 660****ADVANCED PRINCIPLES OF ANESTHESIA I (4 UNITS)**

Integrated and comprehensive study of unique physiologic and pathologic states of primary body systems through the lifespan (prenatal to geriatric) related to the provision of anesthesia care to the patients undergoing complex vascular and thoracic procedures. Also includes comprehensive study of unique physiologic and pathologic states affecting anesthesia care to the high-risk obstetric patients.

**NURSG 661L****CLINICAL ANESTHESIA III (2 UNITS)**

Supervised experiences in clinical anesthetic management of ASA I-IV classifications involving all perioperative activities of general and regional cases. Case distribution and management will fulfill the requirement of the Council on Accreditation of Nurse Anesthesia Educational Programs (S/U).

**NURSG 662****ADVANCED PRINCIPLES OF ANESTHESIA II (3 UNITS)**

This course presents and explores an integrated and comprehensive approach to the unique physiologic and pathologic states of patients through the lifespan (neonatal through geriatric). Topics include anesthesia management of complex surgeries including the following: intracranial, extracranial, trauma, traumatic brain injury, cardiovascular, spinal, transplant and neuromuscular diseases. Areas of focus include the anesthesia management of multisystem disease states and management of their complications.

**NURSG 663L****CLINICAL ANESTHESIA IV (3 UNITS)**

Supervised experiences in clinical anesthetic management of specialty cases involving high-risk obstetrics, neonates, and pediatrics, neurology, and cardiothoracic. Case distribution and management will fulfill the requirement of the Council on Accreditation of Nurse Anesthesia Educational Programs (S/U).

**NURSG 664L****CLINICAL ANESTHESIA V (3 UNITS)**

Supervised experiences in clinical anesthetic management or specialty cases involving pain management, respiratory/critical care, and other Council on Accreditation requirements for advanced specialty practice. Case distribution and management will fulfill the requirement of the Council on Accreditation of Nurse Anesthesia Educational Programs (S/U).

**NURSG 665L****CLINICAL ANESTHESIA VI (1 UNIT)**

Supervised experiences in clinical anesthetic management of specialty cases involving advanced patient management techniques in medically complex cases involving multisystem disease. Case distribution and management will fulfill the requirement of the Council on Accreditation of Nurse Anesthesia Educational Programs (S/U).

**NURSG 670****FAMILY CENTERED ADVANCED PRACTICE NURSING (2 UNITS)**

Healthcare in the 21st century requires APRNs to incorporate a broad set of concerns that influence health and family life. In this course global health and environmental justice are explored as pre-conditions for healthy families. The influences of culture, society, behavior, and human development on the health of families are explored. The course examines family-centered healthcare in relation to interprofessional collaboration, evidence based practice, quality improvement, and safety.

**NURSG 671****ADVANCED PHYSICAL ASSESSMENT (2 UNITS)**

This course focuses on the strategies and skills needed to assess individuals throughout the life span in a family-oriented primary care setting with diverse populations. The expected outcome is advanced physical assessment competency appropriate for the primary care practice. Analysis of assessment data based on developmental and ethnic variation is included. The integration of assessment data in the clinical decision-making process is emphasized.

**NURSG 671L****ADVANCED PHYSICAL ASSESSMENT LAB (1 UNIT)**

This lab course is taken concurrently with NURSG 671 that focuses on the strategies and skills needed to assess individuals throughout the life span in a family-oriented primary care setting with diverse populations. The expected outcome is advanced physical assessment competency appropriate for the primary care practice. Analysis of assessment data based on developmental and cultural variation is included. The integration of assessment data in the clinical decision making process is emphasized.

**NURSG 672****PROFESSIONAL ROLE DEVELOPMENT FOR ADVANCED PRACTICE NURSING (1 UNIT)**

This course is an onsite/online hybrid seminar designed to introduce the APRN student to the role of the advanced practice nurse in the primary healthcare setting. The evolution of the role from an historical and legislative perspective is explored. Issues including the evolving scope of practice, key role competencies, and inter-professional collaboration are introduced. Each student will be expected to discuss his/

her/hir own philosophical/ethical framework for clinical practice. Using a case study approach the student will integrate a patient's cultural preferences, values, and health beliefs in a treatment plan. Prerequisite: Admission to the FNP program or consent of instructor.

**NURSG 673**  
**PROFESSIONAL ADVOCACY FOR**  
**ENTRY TO THE ADVANCED PRACTICE ROLE (1 UNIT)**

This is the second in a series of two courses designed to socialize the student into the role of nurse practitioner. Seminars deal with the critical analysis of theories, issues, and research related to the NP role in primary healthcare. Emphasis is on leadership and entrepreneurial aspects of practice development, maintenance, and evaluation. It is intended to prepare the FNP to negotiate and begin the first year of practice.

**NURSG 674**  
**HEALTH PROTECTION, PROMOTION**  
**AND SCREENING FOR INDIVIDUALS,**  
**FAMILIES, AND COMMUNITIES (3 UNITS)**

Collaborative inter-professional family-centered primary healthcare is influenced by 21st century innovations in technology, genetics, behavior/change theories, and environmental health. This course integrates these influences into the provision of healthcare services focused on health protection and promotion, disease prevention, and health screening across the lifespan. Critical analysis of clinical strategies and interventions in health promotion and protection based on the evidence and relevant theoretical frameworks are included. The effects of social, cultural and developmental influences are emphasized. Prerequisites: NURSG 670, NURSG 671/671L, NURSG 619, NURSG 677

**NURSG 675**  
**CARE OF ACUTE AND EPISODIC CONDITIONS (3 UNITS)**

This course builds on NURSG 674 by focusing on the assessment, diagnosis, management, and patient education of common acute episodic illnesses across the lifespan. The course emphasizes evidence-based healthcare that is both patient-centered and provided in the context of a healthcare team. For each condition included the genetic, environmental, epidemiological, pathophysiological, cultural, and family implications are considered. Diagnostic reasoning/testing in primary care including radiology, laboratory, microbiology, advanced imaging, and EKG are identified for each condition along with considerations of access, cost, efficacy, and quality as essential elements in planning healthcare services. The role of the NP as patient advocate, the process of negotiating an individualized treatment plan, the patient's right to refuse care, safety, and privacy requirements are included. Prerequisites: NURSG 670, NURSG 601, NURSG 674, NURSG 677 (3 units lecture)

**NURSG 675L**  
**CARE OF ACUTE AND EPISODIC CONDITIONS LAB (1 UNIT)**

This lab course is taken concurrently with NURSG 675. Learning strategies include simulation-based case studies and skills lab hours. Skills lab sessions focus on common office procedures performed in the primary care setting and clinical case discussions. Emphasis will be placed on interpretation of laboratory and diagnostic results and evaluation and management of patients based on such results.

**NURSG 676**  
**CARE OF CHRONIC AND COMPLEX CONDITIONS (3 UNITS)**

Trends in healthcare include an aging population, multiple comorbidities, and increasing lifespan. Linked with these issues is a move to care for people in the community rather than in the acute care setting. The goal of this course is to identify and explore the care of persons with multiple co-morbidities including but not limited to diabetes, cardiovascular disease, rheumatologic, and pulmonary conditions. The focus of evaluation intervention and treatment emphasizes the importance of quality of life, normal aging, and the optimization of health status in persons with chronic illnesses. Prerequisite: NURSG 674, NURSG 675

**NURSG 677**  
**ADVANCED PHARMACOLOGY (3 UNITS)**

This course in clinical pharmacotherapeutics builds on prior knowledge of drug classifications, prototypes within classifications, actions, interactions, and side effects. The major focus is on medications that are commonly prescribed in the treatment and management of common acute and chronic illnesses in primary for patients across the lifespan. Emphasis is placed on safe and effective prescribing and supporting patient adherence. Legal considerations for furnishing controlled substances are also addressed. Prerequisite: Admission to the FNP program or consent of instructor

**NURSG 678L**  
**CLINICAL PRACTICUM (2 UNITS)**

Healthcare is undergoing an information explosion. Implementation of new and evolving standards for practice addresses issues of patient safety, the use of culturally and linguistically appropriate services (CLAS), informatics, and healthcare that is both team-based and patient-centered. Moreover it is crucial that everyone involved in healthcare work together to improve both the healthcare system and the health of people through practice inquiry. In this course the learner is immersed in a variety of clinical settings and given the opportunity to apply these evolving standards in the provision of healthcare services. This clinical course is taken concurrently with NURSG 674 with an emphasis on health protection and promotion.



**NURSG 679L  
CLINICAL PRACTICUM**

**(6 UNITS)**

This course builds on NURSG 678L and continues to investigate healthcare services within the context of evolving standards for evidence-based practice. In this course the learner is immersed in a variety of clinical settings and given the opportunity to apply these evolving standards in the provision of healthcare services. This course emphasizes acute episodic healthcare conditions across the lifespan. This clinical course is taken concurrently with NURSG 675 with an emphasis on acute and episodic healthcare.

**NURSG 680L  
INTERNSHIP**

**(6 UNITS)**

This course builds on NURSG 678L and NURSG 679L by expanding the learner's focus to include the management of common complex chronic conditions. Again, in this course the learner is immersed in a variety of clinical settings and given the opportunity to apply the knowledge, skills, and attitudes to assess, diagnose, and develop a treatment plan across the lifespan. This clinical course is taken concurrently with NURSG 676 with an emphasis on chronic and complex healthcare problems. (6 units practicum)

**NURSG 686  
HEALTH CARE INFORMATICS**

**(3 UNITS)**

Using an interactive, evidenced-based learning methodology, this course provides participants with a broad-based introduction to healthcare informatics. Students explore application and functionality of information technology, develop skills in evaluation of systems interfaces and come to appreciate how a strong information technology infrastructure enhances healthcare systems performance and outcomes, quality process improvement, tracking, compliance, and strategic planning.

**NURSG 697  
INDIVIDUAL INDEPENDENT STUDY**

**(3 UNITS)**

Individual study with emphasis on special problems in health sciences (under the direction of faculty). Students may select areas of study which are related to their area of interest or future goals.

**NURSG 698  
GROUP INDEPENDENT STUDY**

**(3 UNITS)**

Groups of two or more collaborate in studies of special problems in health sciences (under the direction of faculty). Students may select areas related to their future research or clinical program.

**NURSG 700  
EVIDENCE-BASED RESEARCH METHODS**

**(3 UNITS)**

This course builds on the foundation of research methods to prepare students to integrate knowledge from interdisciplinary sources to solve practice problems and improve health outcomes for individuals and populations. Emphasis is on the critique of current research and translation of evidence into the best practices available according to the scientific literature as well as clinical practice guidelines. Discussions will focus on ethical issues in research, advanced critique of research design, methods, and outcomes, factors that might impede or facilitate evidence-based practice changes within healthcare systems; and strategies for successful implementation of evidence-based practice change within organizations.

**NURSG 702  
ADVANCED HEALTH POLICY AND ADVOCACY**

**(3 UNITS)**

The focus of this course is on critical analysis of health policy in support of strategic action and advocacy. The course will cover models of health policy analysis and economic, legal and ethical contexts and debates for decision-making and action. Students will partner with professional and/or community agencies to apply and evaluate health policy interventions.

**NURSG 703  
EPIDEMIOLOGY AND POPULATION HEALTH**

**(3 UNITS)**

This course examines the patterns of disease and health related problems in populations and the potential for health promotion and health service program to address health disparities. Students will apply epidemiological principles, concepts, and methodologies in their evaluation of health related data and research to selected populations. The course will provide the students with a foundation to develop an epidemiological overview of their population of interest. Prerequisite: statistics

**NURSG 704  
BIOSTATISTICS**

**(3 UNITS)**

This course provides a deeper understanding of statistical concepts and analytical methods as applied to data encountered in health sciences. Topics include probability theory and distributions; population parameters and their sample estimates; descriptive statistics for central tendency and dispersion; hypothesis testing and confidence intervals for means, variances, and proportions; linear correlation and regression model; analysis of variance; and nonparametric methods. The course provides students a solid foundation to evaluate research more critically. Prerequisite: statistics

**NURSG 705  
ORGANIZATIONAL AND SYSTEMS LEADERSHIP  
IN COMPLEX HEALTH CARE SYSTEMS**

**(3 UNITS)**

This course provides students with the theoretical and analytical preparation to evaluate organizations from a macro perspective. It focuses on organizational leadership and incorporates theory and research as it applies to the role of the Doctor of Nursing Practice in a variety of settings.

Students will critically examine the purpose and function of healthcare organizations, from the discipline-specific theories of sociology, political science, anthropology and economics. Students will become familiar with a variety of perspectives and theoretical frameworks often used to describe organizational structure. Students will also examine theories of organizational change and analyze how these can be applied to increase safety, effectiveness and quality in the healthcare setting. Demonstrate understanding of the purpose and function of organizations, specifically human service organizations.

**NURSG 706**  
**ADVANCED INFORMATICS** (3 UNITS)

This online course will focus on healthcare informatics and its use to improve patient care and healthcare delivery systems. The aim is for students to gain the knowledge, skills, and attitudes which will support evidence-based care at a leadership level. Students will learn healthcare informatics concepts and theories, as well as cultural, ethical, and legal implications and applications. The course will immerse students in the development, use and evaluation of clinical information systems; knowledge management principles; issues and trends affecting the development and implementation of information systems and technologies; and emerging healthcare technology.

**NURSG 710**  
**HEALTH CARE ECONOMICS AND FINANCIAL ANALYSIS FOR HEALTH PROFESSIONALS** (3 UNITS)

This course addresses the role of healthcare economics and financing within the US healthcare system and their influence on the ability to improve population health. A variety of essential health economic and financial theories and principles are introduced. Students will examine the inter-relationship of healthcare financing and regulations to the structure and delivery of care within a range of practice models and healthcare delivery systems. Students will apply selected economic, financing and business principles for the purpose of making pragmatic decisions that support improved healthcare delivery through practice and or system redesign.

**NURSG 714**  
**EDUCATIONAL INNOVATIONS** (3 UNITS)

This course will provide the students an opportunity to explore innovative educational techniques utilized in either the practice or educational setting. Students will explore current literature and research on diverse teaching strategies and their effectiveness in promoting learning. Students will have the opportunity to analyze theories of learning, innovative pedagogical methodologies and evaluate their effectiveness.

**NURSG 715**  
**OUTCOMES MANAGEMENT AND EVALUATION** (3 UNITS)

This course will focus on the development of a structured framework of concepts and core competencies designed to promote achievement, measurement and evaluation of desired health outcomes in individuals, groups and populations. Quality of care, quality improvement, consumer-driven care and evidence-based practice are increasingly important in the healthcare system and these concepts will be included in this course. The delivery of care will be evaluated in terms of best evidence, client values/beliefs, available resources, and clinical expertise.

**NURSG 720**  
**DNP PROJECT EMPHASIS SEMINAR** (1 UNIT)

This seminar course formally introduces the student to the DNP capstone project process and lays the foundation for the subsequent project development, implementation, evaluation and presentation. It is designed to assist the student to further focus their capstone project, demonstrating knowledge application from coursework and practice. Each student will work closely with his or her academic and practice advisors and identified content experts. By the completion of this seminar, students will have developed a capstone proposal draft using a logic model format. This course includes a two day seminar on campus for students to present their proposals and to participate in the critique of others' proposals.

**NURSG 721**  
**DNP PROJECT DEVELOPMENT** (2 UNITS)

This course builds on the Capstone Proposal work done in NURSG 720, the Capstone Emphasis Seminar. Students will work closely with their Capstone Chairs, Practice Mentors and content experts to complete their written Capstone Proposal and prepare for its implementation and evaluation.

**NURSG 723**  
**DNP PROJECT PRESENTATION** (1 UNIT)

This course includes an on campus seminar for students to present their completed Capstone projects and to participate, along with peers, advisors and faculty, in meaningful dialogue and evaluations of the projects and the implications for practice.

**NURSG 730L**  
**DNP PROJECT RESIDENCY** (5 UNITS)

This residency provides a mentored experience in a practice setting and is designed to allow students to synthesize and integrate knowledge in the implementation of their capstone project. It is expected that each student will complete a minimum 270 hours of DNP practice immersion planned conjointly by the nurse doctorate student, the faculty advisor and the practice mentor.

# OCCUPATIONAL THERAPY

## DEPARTMENT OF OCCUPATIONAL THERAPY

### HISTORY

Established in 1994, the graduate program in Occupational Therapy graduated its first class in August, 1996. In 2016 the Occupational Therapy Department added the entry level doctoral program, the Doctor of Occupational Therapy (OTD). The first OTD students will graduate in 2019. Graduates are prepared for entry-level positions in occupational therapy with advanced skills in leadership, advocacy, research and clinical skills. The department's proposal to offer an entry-level Doctor of Occupational Therapy (OTD) degree was approved by the Western Association of Schools and Colleges (WASC, now the WASC Senior College and University Commission, WSCUC) and candidacy status was received by ACOTE in April 2016 to enroll the first OTD students in the fall of 2016. The on-site visit for accreditation of the OTD will occur in 2018. The MOT program is fully accredited and will be reaccredited in the academic year 2017/2018.

### MISSION

The Occupational Therapy Program offers master and doctoral level professional education for the preparation and continued development of skilled clinicians using a Mind/Body Model that recognizes the wholeness of each individual. Our mission is to provide transformational professional education that prepares students to provide holistic, client-centered, and evidence based occupational therapy to diverse communities in a continuously evolving healthcare environment.



### PROGRAM PHILOSOPHY

The Occupational Therapy Program recognizes the importance of treating the “whole person” in the context of their physical, psycho-social, cultural, and spiritual realm. We believe that human occupation, or engagement in purposeful activities, promotes a “holistic” recovery process.

The philosophy of Adolph Meyer has provided the theoretical foundation for the program. Meyer believed that human occupation follows the biological rhythms of life, whereas work, play, rest, and sleep constitute rhythms that promote balance. The program is committed to ongoing development and research to determine how human occupation provides a vehicle for the interconnectedness of a person's daily

activities, social support, values, ritual, and how one's community contributes to his/her/hir well being.

Our belief about the nature of learning is that individuals have unique differences and learning styles and that the complexity of each person's experiences, values, and knowledge impact the learning process. It is our belief that learning is dynamic and that knowledge is built upon a solid foundation. We facilitate the process of Bloom's Taxonomy; knowledge, comprehension, application, analysis, synthesis, and evaluation. Students must take an active role in their learning process as adult learners.

# MASTER OF OCCUPATIONAL THERAPY PROGRAM

## PROGRAM LEARNING OUTCOMES

Upon graduation the student will:

- // Synthesize knowledge and concepts from the sciences and liberal arts with occupational therapy theory to provide comprehensive service to persons with limitations in occupational performance.
- // Demonstrate logical thinking, critical analysis, problem-solving, creativity, and independent clinical judgment in the provision of occupational therapy.
- // Provide a broad range of functional performance skills to individuals and families from diverse and multicultural populations throughout the life span.
- // Utilize oral, nonverbal, and written communication skills to develop and maintain therapeutic, goal-directed interactions with individuals, families, caregivers, staff, and community groups.
- // Design, evaluate, and implement therapeutic strategies directed toward assisting individuals, team members, and community groups in preventing disease, promoting health, and maximizing occupational performance.
- // Participate in scientific inquiry designed to improve occupational therapy practice and to enhance the occupational therapy profession.
- // Maintain responsibility and accountability for service provision to assure adherence to legal, ethical, and professional standards.
- // Collaborate with other professionals as a leader, advocate, and team member.
- // Demonstrate a commitment to the core values of the University.

## GRADUATION AND CREDENTIALING REQUIREMENTS

In order to advance to Level II Fieldwork, students must successfully complete 67 semester units of didactic coursework. This didactic coursework includes the completion of all Level I Fieldwork assignments. Upon completion of the coursework, students are assigned to two three-month Level II placements. Students are expected to perform in accordance with the Samuel Merritt University Fieldwork Manual for the Master of Occupational Therapy Program. Both Level II fieldwork internships must be completed within two years of completion of all didactic coursework. Upon satisfactory completion of Level II Fieldwork, students are qualified to sit for the certification examination which is administered by the National Board for Certification in Occupational Therapy (NBCOT). A felony conviction may affect a graduate's

ability to sit for the NBCOT certification exam or attain state licensure. Prior to fieldwork, students may be required to complete a background check and fingerprinting (See "Background Check Policy," page 142). Graduates are eligible for licensure to practice in California through the California Board of Occupational Therapy (CBOT).

## MASTER OF OCCUPATIONAL THERAPY DEGREE

The Master of Occupational Therapy is an entry-level degree program that prepares students to become a general practitioner in occupational therapy. The hallmark of the occupational therapy program is the emphasis on treating the "whole person" rather than one segment of his/her/hir being. The program is based upon the mindbody model which views the mind, body, and spirit as one entity. The mindbody model derives its scientific support from research in neuroscience, health, psychology, and the developing field of psychoneuroimmunology. The program is committed to the ongoing development of research on the concept of wholism and occupational wellness as modes of intervention.

The professional coursework in the occupational therapy program emphasizes wellness, prevention, and community health. Occupational therapy goes far beyond the realm of physical disability and encompasses the social, cultural, and psychological factors that are embedded in the meaning of illness. This program emphasizes adult learning and collaborative and cooperative modes of interaction.

The curriculum provides a sequential and developmental progression. The courses are taken in sequence because the previous course material provides the foundation for more advanced concepts and practice skills. The first year provides traditional courses in anatomy and physiology, research, and human growth and development to establish its anatomical and physiological basis for human occupation. The second year incorporates more intervention strategies and clinical application courses.

## CURRICULUM OVERVIEW

### Occupational Therapy (MOT)

#### YEAR I

FALL	UNITS
<b>OCCTH 601L</b> Integrative Seminar in Occupational Therapy Practices I	1.0
<b>OCCTH 610/610L</b> Anatomical and Physiological Bases for Human Occupation I	5.0
<b>OCCTH 611</b> Foundations of Occupational Therapy Practice	3.0
<b>OCCTH 612</b> Theories of Inquiry and Research Methodology	3.0
<b>OCCTH 619</b> Human Occupation Throughout the Life Span	3.0
<b>Total</b>	<b>15.0</b>
<b>SPRING</b>	
<b>OCCTH 602L</b> Integrative Seminar in Occupational Therapy Practices II	1.0
<b>OCCTH 613</b> Introduction to Psychopathology	1.0
<b>OCCTH 615</b> Guided Research Seminar	1.0
<b>OCCTH 616/616L</b> Therapeutic Media, Materials, and Processes	2.0
<b>OCCTH 617/617L</b> Interprofessional Communication in Healthcare (Core)	2.0
<b>OCCTH 618</b> Functional Neuroscience	3.0
<b>OCCTH 627/627L</b> Applied Kinesiology and Biomechanics	4.0
<b>Total</b>	<b>14.0</b>
<b>SUMMER</b>	
<b>OCCTH 609</b> Introduction to Professional Documentation	1.0
<b>OCCTH 621L</b> Introduction to Fieldwork Level I	3.0
<b>Total</b>	<b>4.0</b>

#### YEAR II

FALL	UNITS
<b>OCCTH 603L</b> Integrative Seminar in Occupational Therapy Practices III	1.0
<b>OCCTH 622L</b> Guided Research Seminar	1.0
<b>OCCTH 624</b> Conditions of Human Dysfunction	3.0
<b>OCCTH 626/626L</b> Theory and Practice in Psycho-social Dysfunction	4.0
<b>OCCTH 628</b> Administration and Management	3.0
<b>OCCTH 632/632L</b> Advanced Clinical Practice (Children)	4.0
<b>OCCTH 634</b> Professional Development Seminar	2.0
<b>Total</b>	<b>18.0</b>
<b>SPRING</b>	
<b>OCCTH 604L</b> Integrative Seminar in Occupational Therapy Practices IV	1.0
<b>OCCTH 629/629L</b> Theory and Practice in Physical Dysfunction	4.0
<b>OCCTH 630</b> Research Synthesis Project	1.0
<b>OCCTH 631/631L</b> Occupational Adaptations and Introduction to Modalities	3.0
<b>OCCTH 633</b> Health Promotion and Wellness	2.0
<b>OCCTH 636/636L</b> Advanced Clinical Practice (Adults)	4.0
<b>Total</b>	<b>15.0</b>
<b>SUMMER</b>	
<b>OCCTH 640L</b> Fieldwork Level II Internship A—(12 weeks or 470 hours)	6.0
<b>OCCTH 641L</b> Fieldwork Level II Internship B—(12 weeks or 470 hours)	6.0
<b>Total</b>	<b>12.0</b>
<b>Total Units to Graduate</b>	<b>78.0</b>

#### ELECTIVE COURSE

<b>OCCTH 642L</b> Post Professional Level III Internship	2.0
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# DOCTOR OF OCCUPATIONAL THERAPY (OTD) PROGRAM

## PROGRAM LEARNING OUTCOMES

Upon completion of the Doctorate of Occupational Therapy program, the student will be able to:

- // Synthesize knowledge and concepts from the sciences and liberal arts with occupational therapy theory to provide comprehensive service to persons with limitations in occupational performance.
- // Formulate questions and develop systematic methods to address them.
- // Serve as a resource of knowledge about the discipline.
- // Demonstrate logical thinking, critical analysis, problem solving, creativity, and independent clinical judgment in the provision of occupational therapy for the individual and population based needs.
- // Critically examine own assumptions and suspend biased judgments.
- // Evaluate and justify solutions to complex problems that lead to effective change or improved outcomes.
- // Provide a broad range of functional performance skills based on available evidence to individuals and families from diverse and multicultural populations throughout the life span while considering interdisciplinary factors.
- // Utilize effective oral, nonverbal, and written communication skills to develop and maintain therapeutic, goal-directed interactions with individuals, families, caregivers, staff, and community groups.
- // Plan, implement and evaluate organizational communication systems.
- // Demonstrate humanistic qualities which foster the formation of appropriate and effective patient/provider relationships.
- // Design, evaluate and implement therapeutic strategies directed toward assisting individuals, team members, and community groups in preventing disease, promoting health, and maximizing occupational performance. Demonstrate the ability to apply leadership skills to determine, guide, and implement best practices in healthcare.
- // Critically analyze scholarly papers and research findings for application of occupational therapy services and demonstrate the ability to produce scholarly work.
- // Design and implement a scholarly study in scientific inquiry designed to improve occupational therapy practice and to enhance the occupational therapy profession.
- // Maintain responsibility and accountability for service provision to assure adherence to legal, ethical, and professional standards.
- // Develop a plan for ongoing professional development to improve clinical competence.
- // Implement and evaluate ethical decision making from individual, organizational, and societal perspectives.
- // Collaborate with other professionals as a leader, advocate, and team member to initiate and effect changes in policy for social needs and to improve healthcare and professional practice through leadership.
- // Advance the profession through leadership and community service activities.
- // Demonstrate a commitment to the core values of the University.
- // Independently manage health problems that incorporate principles of cultural competence.
- // Develop and promote professional practice that recognizes and respects differences among patients in terms of their values, expectations, and experiences with healthcare.

## GRADUATION AND CREDENTIALING REQUIREMENTS

In order to advance to Level II Fieldwork, students must successfully complete 69 semester units of didactic coursework. This didactic coursework includes the completion of all Level I Fieldwork assignments. Upon completion of the coursework, students are assigned to two three-month Level II placements. Students are expected to perform in accordance with the Samuel Merritt University Fieldwork Manual for the Occupational Therapy Program. Both Level II fieldwork internships must be completed within two years of completion of all didactic coursework. Upon satisfactory completion of Level II Fieldwork, students will complete two additional semesters of coursework consisting of advanced courses and the Capstone implementation. The Capstone, a student lead project, will be fully implemented off campus in the last semester. Students that successfully complete all didactic, fieldwork and Capstone courses will be qualified to sit for the national certification examination which is administered by the National Board for Certification in Occupational Therapy (NBCOT). A felony conviction may affect a graduate's ability to sit for the NBCOT certification exam or attain state licensure. Prior to fieldwork, students may be required to complete a background check and fingerprinting (See "Background Check Policy,"). Graduates are eligible for licensure to practice in California through the California Board of Occupational Therapy (CBOT).

## DOCTOR OF OCCUPATIONAL THERAPY DEGREE

The Doctor of Occupational Therapy is an entry-level degree program that prepares students to become a general practitioner in occupational therapy with advanced skills in leadership, research skills, administration, program and policy development, advanced clinical skills, and theory development. The hallmark of the occupational therapy program is the emphasis on treating the “whole person” rather than one segment of his/her/hir being. The program is based upon the mindbody model which views the mind, body, and spirit as one entity. The mindbody model derives its scientific support from research in neuroscience, health, psychology, and the developing field of psychoneuroimmunology. The program is committed to the ongoing development of research on the concept of wholism and occupational wellness as modes of intervention.

The professional coursework in the occupational therapy program emphasizes wellness, prevention, and community health. Occupational therapy goes far beyond the realm of physical disability and encompasses the social, cultural, and psychological factors that are embedded in the meaning of illness. This program emphasizes adult learning and collaborative and cooperative modes of interaction. The curriculum provides a sequential and developmental progression. The courses are taken in sequence because the previous course material provides the foundation for more advanced concepts and practice skills. The first year provides traditional courses in anatomy and physiology, research, and human growth and development to establish its anatomical and physiological basis for human occupation. The second year incorporates more intervention strategies and clinical application courses. Throughout both of the first two years we have simulation- and problem-based learning courses to allow students to implement the skills and knowledge they are acquired. Following Fieldwork, the third year provides advanced courses in clinical skills, leadership and advocacy, and the implementation of the Capstone project.

## CURRICULUM OVERVIEW

### Occupational Therapy (OTD)

#### YEAR I

FALL	UNITS
<b>OCCTH 701L</b> Integrative Seminar I	1.0
<b>OCCTH 710/710L</b> Anatomical & Physiological Bases for Human Occupation I	5.0
<b>OCCTH 711</b> Foundations of Occupational Therapy Practice	3.0
<b>OCCTH 712</b> Theories of Inquiry and Research Methodology	3.0
<b>OCCTH 719</b> Human Occupation Throughout the Lifespan	3.0
<b>Total</b>	<b>15.0</b>

#### SPRING

<b>OCCTH 702L</b> Integrative Seminar in Occupational Therapy Practices II	1.0
<b>OCCTH 713</b> Introduction to Psychopathology	1.0
<b>OCCTH 715</b> Focused Literature Review	1.0
<b>OCCTH 716/716L</b> Therapeutic Media, Materials, and Processes	2.0
<b>OCCTH 717/717L</b> Interprofessional Communication in Healthcare	2.0
<b>OCCTH 718</b> Functional Neuroscience	3.0
<b>OCCTH 720/720L</b> Theories of Inquiry and Research	2.0
<b>OCCTH 727/727L</b> Applied Kinesiology and Biomechanics	4.0
<b>Total</b>	<b>16.0</b>

#### SUMMER

<b>OCCTH 709</b> Introduction to Professional Documentation	1.0
<b>OCCTH 721L</b> Introduction to Fieldwork Level I	3.0
<b>Total</b>	<b>4.0</b>



## YEAR II

### FALL

	UNITS
<b>OCCTH 703L</b> Integrative Seminar in Occupational Therapy Practices III	1.0
<b>OCCTH 722L</b> Guided Research Seminar	1.0
<b>OCCTH 723</b> Capstone Project Exploration	2.0
<b>OCCTH 724</b> Conditions of Human Dysfunction	3.0
<b>OCCTH 726/726L</b> Theory and Practice in Psycho-social Dysfunction	4.0
<b>OCCTH 732/732L</b> Advanced Clinical Practice (Children)	4.0
<b>Total</b>	<b>15.0</b>

### SPRING

<b>OCCTH 704</b> Integrative Seminar in Occupational Therapy Practices IV	1.0
<b>OCCTH 728</b> Administration and Management	3.0
<b>OCCTH 729/729L</b> Theory and Practice in Physical Dysfunction	4.0
<b>OCCTH 730</b> Research Synthesis Project	2.0
<b>OCCTH 731/731L</b> Occupational Adaptations and Introduction to Modalities	3.0
<b>OCCTH 735/735L</b> Capstone Planning	2.0
<b>OCCTH 736/736L</b> Advanced Clinical Practice (Adults)	4.0
<b>Total</b>	<b>19.0</b>

### SUMMER

<b>OCCTH 740L</b> Fieldwork Level II Internship A—(12 weeks or 470 hours)	6.0
<b>Total</b>	<b>6.0</b>

## YEAR III

### FALL

	UNITS
<b>OCCTH 741L</b> Fieldwork Level II Internship B—(12 weeks or 470 hours)	6.0
<b>Total</b>	<b>6.0</b>

### SPRING

<b>OCCTH 733/733L</b> Health Promotion and Wellness	2.0
<b>OCCTH 750/750L</b> Capstone Project Development	3.0
<b>OCCTH 751/751L</b> Advanced Clinical Focus	3.0
<b>OCCTH 752/752L</b> Advanced Leadership	3.0
<b>Total</b>	<b>11.0</b>

### SUMMER

<b>OCCTH 754</b> Capstone Experience Project	6.0
<b>OCCTH 755</b> Capstone Experience Project Report	3.0
<b>Total</b>	<b>9.0</b>
<b>Total Units to Graduate</b>	<b>101.0</b>

## COURSE DESCRIPTIONS

### OCCTH 601L

#### INTEGRATIVE SEMINAR IN OCCUPATIONAL THERAPY PRACTICES I (1 UNIT)

This is the first of the four course series that facilitates students' acquisition of clinical and critical reasoning skills necessary for occupational therapy practices. The courses encourage students to develop the critical thinking and knowledge acquisition skills required to develop relevant clinical skills. The courses use problem-based learning (PBL) and actual client contacts to enable students to apply clinical reasoning and sound theory to the occupational therapy process. This introduction course focuses on developing students' personal insight into individual learning preferences, social-cultural experiences and perception, and communication styles. Additionally, this course intends to develop students' observation skills and beginning application of OT concepts. Prerequisite: Enrollment in the MOT program

### OCCTH 602L

#### INTEGRATIVE SEMINAR IN OCCUPATIONAL THERAPY PRACTICES II (1 UNIT)

This is the second of the four course series that facilitates students' acquisition of clinical and critical reasoning skills necessary for occupational therapy practices. This course encourages students to develop the critical thinking and knowledge acquisition skills required to develop relevant clinical skills. The course uses problem-based learning (PBL) and high fidelity simulation to enable students to apply clinical reasoning and sound theory to the occupational therapy process.

### OCCTH 603L

#### INTEGRATIVE SEMINAR IN OCCUPATIONAL THERAPY PRACTICES III (1 UNIT)

This is the third of a four course series that facilitates students' acquisition of critical thinking and clinical reasoning skills necessary for occupational therapy practice. This course integrates students' knowledge, gained in program coursework, by requiring application of this knowledge to specific and general clinical scenarios. The course uses a problem-based learning (PBL) format by infusing high fidelity simulation learning modules in order for students to develop clinical reasoning and sound theoretical bases essential to the work of an occupational therapist. This course focuses on honing students' clinical observation and analytical skills necessary for prompt, precise, and accurate assessment of clients in the occupational therapy process.

### OCCTH 604L

#### INTEGRATIVE SEMINAR IN OCCUPATIONAL THERAPY PRACTICES IV (1 UNIT)

This is the fourth of a four course series that intends to facilitate students' acquisition of clinical and critical reasoning skills necessary for occupational therapy practices. The course integrates the knowledge that students have gained

in program coursework by applying the acquired OT skills and knowledge to specific and/or general life and clinical scenarios. The course uses a problem-based learning (PBL) format as the context by infusing high fidelity simulation learning modules in order for students to develop clinical reasoning and sound theoretical bases essential to the work of an occupational therapist.

**OCCTH 609**  
**INTRODUCTION TO PROFESSIONAL DOCUMENTATION** (1 UNIT)

This course provides an introduction to professional documentation appropriate to the practice needs of occupational therapists.

**OCCTH 610/610L**  
**ANATOMICAL & PHYSIOLOGICAL BASES FOR HUMAN OCCUPATION I** (5 UNITS)

Structure/function relationships and relevant physiological mechanisms are examined in a detailed study of regional anatomy in the human body. Special emphasis is given to positional relationships of musculoskeletal structures and neurovascular elements; their corresponding functional roles in human activity, and the clinical implications of anatomical dysfunction. (3 units lecture, 2 units lab)

**OCCTH 611**  
**FOUNDATIONS OF OCCUPATIONAL THERAPY PRACTICE** (3 UNITS)

Introduction to the profession of occupational therapy, including history, philosophies, frames of reference, organization, standards, and supervision of aides and assistants. Introduction to methods and utilization of professional publication and audiovisual media. Therapeutic intervention will be critically examined with the model of human occupation.

**OCCTH 612**  
**THEORIES OF INQUIRY AND RESEARCH METHODOLOGY** (3 UNITS)

Introduction to the philosophy and principles of the research process in the realm of occupational therapy. Includes scientific writing, literature reviews, methods of inquiry, research design, data collection, ethics, informed consent, and clinical reasoning used in field research.

**OCCTH 613**  
**INTRODUCTION TO PSYCHOPATHOLOGY** (1 UNIT)

This course provides the students an introduction to psychopathological diagnoses, disease processes, and symptoms and behavioral manifestations that are commonly seen in occupational therapy practice.

**OCCTH 615**  
**GUIDED RESEARCH SEMINAR** (1 UNIT)

A forum for discussion and writing of a literature review and informed consent. This course is a continuation of the course OCCTH 612 Theories of Inquiry and Research Methodology. Emphasis will be on collaborative research, and the development of a research proposal with a specific MOT faculty member. Prerequisite: OCCTH 612. (1 unit seminar)

**OCCTH 616/616L**  
**THERAPEUTIC MEDIA, MATERIALS AND PROCESSES** (2 UNITS)

Laboratory and didactic course in daily living skills evaluation and activity analysis for the physically, psychologically, and cognitively impaired. Emphasis on strategies and media that promote adaptation to disabilities and increase role independence are taught using adaptive equipment, redesigning the environment, exploration of tools, materials, and uniform terminology. (1 unit lecture, 1 unit lab)

**OCCTH 617/617L**  
**INTERPROFESSIONAL COMMUNICATION IN HEALTHCARE** (2 UNITS)

This course allows the student to enhance professional effectiveness through the improvement of communication skills. Learning is achieved through active participation in individual and group interactions that mirror professional practice. (1 unit lecture, 1 unit lab)

**OCCTH 618**  
**FUNCTIONAL NEUROSCIENCE** (3 UNITS)

Review of neuroanatomy and physiology with emphasis on clinical manifestations of peripheral and central nervous system lesions. The anatomical review of blood supply, somatosensory motor systems, special senses, pain mechanisms, and cognitive, perceptual, and nerve pathways. Prerequisites: OCCTH 610, OCCTH 614.

**OCCTH 619**  
**HUMAN OCCUPATION THROUGHOUT THE LIFE SPAN** (3 UNITS)

Exploration of the stages of human development from conception to death with attention to occupational performance, biological, psychological, cognitive, and sociocultural elements health determinants. Emphasis will be on normal development and observation skills. Prerequisites: OCCTH 611, OCCTH 616, OCCTH 625.

**OCCTH 621L**  
**INTRODUCTION TO FIELDWORK I** (3 UNITS)

This occurs after successful completion of the first year of studies. Guided observations and supervised fieldwork under the direction of clinical educators in clinical settings appropriate for the first year of the curriculum. The primary goal is for students to experientially enhance their observational skills and be introduced to OT practice with a variety of patients with whom an OT might work. Supervision of the student at

this level does not need to be by an OT for one of the two experiences, but could be supervised by an individual in an allied health profession. The student must complete a minimum of 60 hours in each of two required settings (psychosocial and adult physical disabilities). An optional site in pediatrics may be requested, for 40 hours. In addition, students must attend an introductory seminar and a final seminar, each held on campus for a full day, immediately after finals week in the spring, and in the week before the start of the fall semester. Prerequisites: All first year coursework. (3 units clinical lab)

**OCCTH 622L**  
**GUIDED RESEARCH SEMINAR** (1 UNIT)

Implementation of a study or investigation of a specific treatment strategy or teaching module used in occupational therapy. Prerequisites: OCCTH 612, OCCTH 615. (1 unit lab)

**OCCTH 624**  
**CONDITIONS OF HUMAN DYSFUNCTION** (3 UNITS)

An overview of pathophysiology and management of neurological disorders, as well as general medical, surgical, and orthopedic conditions commonly seen in clinical practice. Emphasis will be placed on learning medical terminology, pathologic processes, medical management, remediation, and clinical techniques for therapeutic intervention. Prerequisites: OCCTH 610, OCCTH 611, OCCTH 614, OCCTH 627; Corequisite: successful completion or concurrent enrollment in OCCTH 618.

**OCCTH 626/626L**  
**THEORY AND PRACTICE IN PSYCHO-SOCIAL DYSFUNCTION** (4 UNITS)

Evaluation methods, social and psychological theories, and pharmacologic intervention strategies. Focus on group process, exploration of self-esteem, stress management, and purposeful activities for persons experiencing psycho-social dysfunction. Exploration of acute and chronic substance abuse and social issues. A clinical component of this class will allow students to provide group and individual treatment to individuals who are dually diagnosed in an area outpatient clinic. Prerequisites: OCCTH 611, OCCTH 612, OCCTH 616, OCCTH 617, OCCTH 619. (3 units lecture, 1 unit lab)

**OCCTH 627/627L**  
**APPLIED KINESIOLOGY AND BIOMECHANICS** (4 UNITS)

Analysis of human movement during occupations utilizing biomechanical principles. Laboratory experiences include manual testing, joint range of motion measurement, and kinesiological activity analyses. Osteokinematic as well as arthrokinematic concepts and abnormal movement patterns will be examined. Prerequisites: successful completion of OCCTH 610. (3 units lecture, 1 unit lab)

**OCCTH 628**  
**ADMINISTRATION AND MANAGEMENT** (3 UNITS)

Administration and organization of occupational therapy services within the current and future healthcare environment. Emphasis on consultation, quality assurance, program

evaluation, functional outcome assessment, strategic planning, marketing, and budgeting in community-based services. Healthcare reform and third-party reimbursement issues are examined. Lab experiences will be incorporated within each class. Prerequisite: OCCTH 623

**OCCTH 629/629L**  
**THEORY AND PRACTICE IN PHYSICAL DYSFUNCTION** (3 UNITS)

Methods of evaluation, treatment planning, and implementation as it applies to individuals with physical dysfunction are presented in this course. Emphasis on sensorimotor, cognitive, neurodevelopmental techniques. Biopsychosocial mindbody considerations will accompany therapeutic intervention strategies. A one hour seminar, as part of this course facilitates discussion, problem solving, therapeutic application, and goal setting within the occupational therapy framework. Prerequisites: OCCTH 611, OCCTH 612, OCCTH 616, OCCTH 624, OCCTH 625, OCCTH 627, OCCTH 632/632L. Corequisites: OCCTH 631, OCCTH 636. (2 units lecture, 1 unit lab)

**OCCTH 630**  
**RESEARCH SYNTHESIS PROJECT** (1 UNIT)

This course focuses on the successful completion of a synthesis project or a scholarly work which shows evidence of academic rigor, scientific inquiry, critical reasoning, creativity and/or clinical expertise. Prerequisites: OCCTH 612, OCCTH 615, OCCTH 622L

**OCCTH 631/631L**  
**OCCUPATIONAL ADAPTATIONS AND INTRODUCTION TO MODALITIES** (3 UNITS)

An introduction to a variety of technologies used in the practice of occupational therapy. Evaluative, assistive, and adaptive equipment used to facilitate the occupational performance areas are discussed and demonstrated. Medical devices and procedures used in medical care and nursing are also investigated to prepare students for treating patients with a variety of medical conditions. Ergonomics, accessibility, and physical agent modalities are introduced. Prerequisites: OCCTH 610, OCCTH 611, OCCTH 614, OCCTH 616, OCCTH 618, OCCTH 624, OCCTH 625, OCCTH 627; Corequisites: OCCTH 629, OCCTH 636. (2 units lecture, 1 unit lab)

**OCCTH 632/632L**  
**ADVANCED CLINICAL PRACTICE (CHILDREN)** (4 UNITS)

Clinical experience to learn screening and assessment of conditions affecting children. Students will learn how to evaluate, develop treatment plans, provide intervention and discharge planning for children with physical, psycho-social, neurological, and sensory integrative delays. Labs will consist of evaluation and treatment of pediatric clients in the OT clinic. Prerequisites: OCCTH 610, OCCTH 611, OCCTH 612, OCCTH 614, OCCTH 616, OCCTH 617, OCCTH 619, OCCTH 625, OCCTH 627; Corequisites: OCCTH 618, OCCTH 624. (2 units theory, 2 units lab)

**OCCTH 633****HEALTH PROMOTION AND WELLNESS (2 UNITS)**

A critical review of traditional and non-traditional systems of healthcare based on available evidence with an emphasis on health promotion and wellness. Various types of interventions will be discussed to manage health in the workplace, chronic pain and conditions caused by stress. In addition to manual therapies, mindfulness practice, self-reflection and complementary therapies will be demonstrated through “hand-on” experiences. Prerequisites: Anatomy and Physiology. Corequisite: Neuroscience. (1 unit lecture, 1 unit lab)

**OCCTH 634****PROFESSIONAL DEVELOPMENT SEMINAR (2 UNITS)**

Graduate seminar and an independent study course providing students with the opportunity to explore an area of occupational therapy practice in greater detail. Students will develop an individual learning contract of personal professional interest, which may take place in a variety of settings. The outcome will be a professional quality manuscript to be submitted for presentation at a professional conference. Students will meet once a week in seminar to discuss progress and professional and practice issues. Prerequisite: OCCTH 628.

**OCCTH 636/636L****ADVANCED CLINICAL PRACTICE (ADULTS) (4 UNITS)**

Clinic class to introduce students to a variety of conditions treated in clinical practice with the adult and elderly population. Students learn how to perform clinical assessments, write treatment goals, document, and implement short term treatment programs. Labs will consist of evaluation and treatment of adult patients within the clinic. Prerequisites: OCCTH 610, OCCTH 611, OCCTH 612, OCCTH 614, OCCTH 616, OCCTH 618, OCCTH 619, OCCTH 624, OCCTH 625, OCCTH 627. Corequisites: OCCTH 629, OCCTH 633. (2 units theory, 2 units lab)

**OCCTH 640L/641L****FIELDWORK LEVEL II INTERNSHIP A AND B (12 UNITS)**

This is the final stage of coursework designed to introduce the student to the full responsibilities of the profession working in the capacity of a practitioner under the supervision of a certified occupational therapist. Students are able to register for their Level II fieldwork only after successful completion of their two years of didactic coursework. A variety of settings are considered. The student will utilize occupational theory for the assessments, treatment interventions, and competency in practice skills. The student completes the fieldwork requirements in two consecutive 6 unit modules. OCCTH 640L must be successfully completed before being eligible to register and complete OCCTH 641L. After the successful completion of the total six months of Fieldwork II, the student is eligible to sit for the national certification exam provided through the National Board for Certification in Occupational Therapy. Prerequisite: all prior coursework completed. (12 units clinical lab)

**OCCTH 642L****POST PROFESSIONAL LEVEL III INTERNSHIP (2 UNITS)**

An optional third internship for those individual students who choose to spend an additional three months in a specialty environment such as in pediatrics or hand therapy. This course has an additional fee.

**OCCTH 701****INTEGRATIVE SEMINAR IN OCCUPATIONAL THERAPY PRACTICES I (1 UNIT)**

This is the first of the four course series that facilitates students' acquisition of clinical and critical reasoning skills necessary for occupational therapy practices. The courses encourage students to develop the critical thinking and knowledge acquisition skills required to develop relevant clinical skills. The courses use problem-based learning (PBL) and actual client contacts to enable students to apply clinical reasoning and sound theory to the occupational therapy process. This introduction course focuses on developing students' personal insight into individual learning preferences, social-cultural experiences and perception, and communication styles. Additionally, this course intends to develop students' observation skills and beginning application of OT concepts. (1 unit lab)

**OCCTH 702****INTEGRATIVE SEMINAR IN OCCUPATIONAL THERAPY PRACTICES II (1 UNIT)**

This is one of a four course series that intends to facilitate students' acquisition of clinical and critical reasoning skills necessary for occupational therapy practices. The course integrates the knowledge that students have gained in program coursework by applying the acquired OT skills and knowledge to specific and/or general life and clinical scenarios. The course uses a problem-based learning (PBL) format as the context by infusing high fidelity simulation learning modules in order for students to develop clinical reasoning and sound theoretical bases essential to the work of an occupational therapist. Prerequisites: enrollment in the OTD program and successful completion of first semester OTD coursework.

**OCCTH 703****INTEGRATIVE SEMINAR IN OCCUPATIONAL THERAPY PRACTICES III (1 UNIT)**

This is the third of a four course series that facilitate students' acquisition of critical thinking and clinical reasoning skills necessary for occupational therapy practice. This course integrates students' knowledge, gained in program coursework, by requiring application of this knowledge to specific and general clinical scenarios. The course uses a problem-based learning (PBL) format by infusing high fidelity simulation learning modules in order for students to develop clinical reasoning and sound theoretical bases essential to the work of an occupational therapist. This course focuses on honing students' clinical observation and analytical skills necessary for prompt, precise, and accurate assessment of clients in the occupational therapy process. (1 unit lab)

**OCCTH 704**  
**INTEGRATIVE SEMINAR IN**  
**OCCUPATIONAL THERAPY PRACTICES IV** (1 UNIT)

This is the fourth of a four course series that intends to facilitate students' acquisition of clinical and critical reasoning skills necessary for occupational therapy practices. The course integrates the knowledge that students have gained in program coursework by applying the acquired OT skills and knowledge to specific and/or general life and clinical scenarios. The course uses a problem-based learning (PBL) format as the context in order for students to develop clinical reasoning and sound theoretical bases essential to the work of an occupational therapist.

**OCCTH 709**  
**INTRODUCTION TO**  
**PROFESSIONAL DOCUMENTATION** (1 UNIT)

This course provides students an introduction to professional documentation appropriate to the practice needs of the occupational therapist.

**OCCTH 710/710L**  
**ANATOMICAL & PHYSIOLOGICAL**  
**BASIS FOR HUMAN OCCUPATION** (5 UNITS)

Structure/function relationships and relevant physiological mechanisms are examined in a detailed study of regional anatomy in the human body. Special emphasis is given to positional relationships of musculoskeletal structures and neurovascular elements; their corresponding functional roles in human activity, and the clinical implications of anatomical dysfunction. (3 units lecture, 2 units lab)

**OCCTH 711**  
**FOUNDATIONS OF**  
**OCCUPATIONAL THERAPY PRACTICE** (3 UNITS)

Introduction to the profession of occupational therapy, including history, philosophies, frames of reference, organization, standards, and supervision of aides and assistants. Introduction to methods and utilization of professional publication and audiovisual media. Therapeutic intervention will be critically examined with the model of human occupation. (3 units lecture)

**OCCTH 712**  
**THEORIES OF INQUIRY AND**  
**RESEARCH METHODOLOGY** (3 UNITS)

Introduction to the philosophy and principles of the research process in the realm of occupational therapy. Includes scientific writing, literature reviews, methods of inquiry, research design, data collection, ethics, informed consent, and clinical reasoning used in field research. (3 units lecture)

**OCCTH 713**  
**INTRODUCTION TO PSYCHOPATHOLOGY** (1 UNIT)

This course provides the students an introduction to psychopathological diagnoses, disease processes, and symptoms and behavioral manifestations that are commonly seen in occupational therapy practice.

**OCCTH 715**  
**SCHOLARLY WRITING** (1 UNIT)

A forum for discussion and writing of a literature review and informed consent. This course is a continuation of the course OCCTH 712 Theories of Inquiry and Research Methodology. Emphasis will be on collaborative research, and the development of a research proposal with a specific OTD faculty member. Prerequisite: OCCTH 712. (1 unit seminar)

**OCCTH 716/716L**  
**THERAPEUTIC MEDIA,**  
**MATERIAL, AND PROCESSES** (2 UNITS)

Laboratory and didactic course in daily living skills evaluation and activity analysis for the physically, psychologically, and cognitively impaired. Emphasis on strategies and media that promote adaptation to disabilities and increase role independence are taught using adaptive equipment, redesigning the environment, exploration of tools, materials, and uniform terminology. (1 unit lecture, 1 unit lab)

**OCCTH 717/717L**  
**INTERPROFESSIONAL COMMUNICATION**  
**IN HEALTHCARE** (2 UNITS)

This course allows the student to enhance professional effectiveness through the improvement of communication skills. Learning is achieved through active participation in individual and group interactions that mirror professional practice. (1 unit lecture, 1 unit lab)

**OCCTH 718**  
**FUNCTIONAL NEUROSCIENCE** (3 UNITS)

Review of neuroanatomy and physiology with emphasis on clinical manifestations of peripheral and central nervous system lesions. The anatomical review of blood supply, somatosensory motor systems, special senses, pain mechanisms, and cognitive, perceptual, and nerve pathways.

**OCCTH 719**  
**HUMAN OCCUPATION**  
**THROUGHOUT THE LIFESPAN** (3 UNITS)

Exploration of the stages of human development from conception to death with attention to occupational performance, biological, psychological, cognitive, and sociocultural elements health determinants. Emphasis will be on normal development and observation skills. Prerequisites: OCCTH 711, OCCTH 716.

**OCCTH 720/720L**  
**ADVANCED RESEARCH METHODS** (2 UNITS)

This is an advanced course designed to involve students in further exploration of descriptive and inferential statistics frequently used in quantitative health-related clinical research. Students will explore the design of qualitative studies; critique research design as well as develop appropriate quantitative or qualitative research questions and research designs. In addition, this course will cover how to implement data analysis and interpret research results. Prerequisite: OCCTH 712. (1 hour lecture, 3 hours lab)



**OCCTH 721L****INTRODUCTION TO FIELDWORK I****(3 UNITS)**

This occurs after successful completion of the first year of studies. Guided observations and supervised fieldwork under the direction of clinical educators in clinical settings appropriate for the first year of the curriculum. The primary goal is for students to experientially enhance their observational skills and be introduced to OT practice with a variety of patients with whom an OT might work. Supervision of the student at this level does not need to be by an OT for one of the two experiences, but could be supervised by an individual in an allied health profession. The student must complete a minimum of 40 hours in each of two required settings (psychosocial and adult physical disabilities). An optional site in pediatrics may be requested, for 40 hours. In addition, students must attend an introductory seminar and a final seminar, each held on campus for a full day, immediately after finals week in the spring, and in the week before the start of the fall semester. Prerequisites: All first year coursework. (3 units clinical lab)

**OCCTH 722L****GUIDED RESEARCH SEMINAR****(1 UNIT)**

Implementation of a study or investigation of a specific treatment strategy or teaching module used in occupational therapy. Prerequisites: OCCTH 712, OCCTH 715. (1 unit lab)

**OCCTH 723****CAPSTONE PROJECT EXPLORATION****(2 UNITS)**

This is the first of a five course sequence that is designed as a guided progressive process to engage the student in developing advanced skills and/or knowledge. These areas of in-depth experience may be in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. In this course, under the guidance of an instructor, the student will explore areas of potential interests that would lead to a final in-depth experiential project to be executed in the final two semesters of the OTD program. Through a combination of systematic approaches appropriate to each project, such as literature review, clinical visits, mentoring, critical review of evidence, a feasibility study, group discussion, and self-reflection, the student will solidify an area of interest to be further developed.

**OCCTH 726/726L****THEORY AND PRACTICE IN PSYCHOSOCIAL DYSFUNCTION****(4 UNITS)**

Evaluation methods, social and psychological theories, and pharmacologic intervention strategies. Focus on group process, exploration of self-esteem, stress management, and purposeful activities for persons experiencing psycho-social dysfunction. Exploration of acute and chronic substance abuse and social issues. A clinical component of this class will allow students to provide group and individual treatment to individuals who are dually diagnosed in an area outpatient clinic. Prerequisites: OCCTH 711, OCCTH 712, OCCTH 716, OCCTH 717, OCCTH 719. (3 units lecture, 1 unit lab)

**OCCTH 727/727L****APPLIED KINESIOLOGY AND BIOMECHANICS****(4 UNITS)**

Analysis of human movement during occupations utilizing biomechanical principles. Laboratory experiences include manual testing, joint range of motion measurement, and kinesiological activity analysis. Osteokinematic as well as arthrokinematic concepts and abnormal movement patterns will be examined. (3 units lecture, 1 unit lab)

**OCCTH 728****ADMINISTRATION AND MANAGEMENT****(3 UNITS)**

Administration and organization of occupational therapy services within the current and future healthcare environment. Emphasis on consultation, quality assurance, program evaluation, functional outcome assessment, program evaluation, strategic planning, marketing, and budgeting in community-based services. Healthcare reform and third-party reimbursement issues are examined. Lab experiences will be incorporated within each class. Prerequisite: OCCTH 723.

**OCCTH 729/729L****THEORY AND PRACTICE****IN PHYSICAL DYSFUNCTION****(4 UNITS)**

Methods of evaluation, treatment, planning, and implementation as it applies to individuals with physical dysfunction are presented in this course. Emphasis on sensorimotor, cognitive, neurodevelopmental techniques. Biopsychosocial mindbody considerations will accompany therapeutic intervention strategies. A one hour seminar, as part of this course facilitates discussion, problem solving, therapeutic application, and goal setting within the occupational therapy framework. Prerequisites: OCCTH 711, OCCTH 712, OCCTH 716, OCCTH 724, OCCTH 725, OCCTH 727, OCCTH 732/732L. Corequisites: OCCTH 731, OCCTH 736. (2 units lecture, 2 units lab)

**OCCTH 730****RESEARCH SYNTHESIS PROJECT****(1 UNIT)**

This course focuses on the successful completion of a synthesis project or a scholarly work which shows evidence of academic rigor, scientific inquiry, critical reasoning, creativity and/or clinical expertise. Prerequisites: OCCTH 712, OCCTH 715, OCCTH 722L, OCCTH 720.

**OCCTH 731****OCCUPATIONAL ADAPTATIONS AND INTRODUCTION TO MODALITIES****(3 UNITS)**

An introduction to a variety of technologies used in the practice of occupational therapy. Evaluative, assistive, and adaptive equipment used to facilitate the occupational performance areas are discussed and demonstrated. Medical devices and procedures used in medical care and nursing are also investigated to prepare students for treating patients with a variety of medical conditions. Ergonomics, accessibility and physical agent modalities are introduced. Prerequisites: OCCTH 710, OCCTH 711, OCCTH 716, OCCTH 718, OCCTH 724, OCCTH 725 OCCTH 727. Corequisites: OCCTH 729, OCCTH 736. (2 units lecture, 1 unit lab)

**OCCTH 732/732L****ADVANCED CLINICAL PRACTICE (CHILDREN) (4 UNITS)**

Clinical experience to learn screening and assessment of conditions affecting children. Students will learn how to evaluate, develop treatment plans, provide intervention and discharge planning for children with physical, psychosocial, neurological and sensory integrative delays. Labs will consist of evaluation and treatment of pediatric clients in the OT clinic.

Prerequisites: OCCTH 710, OCCTH 711, OCCTH 712, OCCTH 716, OCCTH 717, OCCTH 718, OCCTH 719, OCCTH 725, OCCTH 727. Corequisite: OCCTH 724 (2 units theory, 1 units lab)

**OCCTH 733/733L****HEALTH PROMOTION AND WELLNESS (2 UNITS)**

A critical review of traditional and non-traditional systems of healthcare based on available evidence with an emphasis on health promotion and wellness. Various types of interventions will be discussed to manage health in the workplace, chronic pain and conditions caused by stress. In addition to manual therapies, mindfulness practice, self-reflection and complementary therapies will be demonstrated through "hands-on" experiences. Prerequisites: Anatomy and Physiology. Corequisite: Neuroscience. (1 unit lecture, 1 unit lab)

**OCCTH 735****CAPSTONE PROJECT DEVELOPMENT (2 UNITS)**

This is the second of a five course sequence designed as a guided progressive process to engage the student in solidifying a project proposal/plan for the capstone project. In this course, under the guidance of an instructor, the student will complete the planning stage of the capstone project and secure a community site and a content expert/mentor in the community for the final capstone project to take place. This second course focuses on developing advanced knowledge and skill in designing, implementing, and evaluating an individual capstone project plan ready to be implemented in the last two semesters. (1 unit lecture, 1 unit lab)

**OCCTH 736/736L****ADVANCED CLINICAL PRACTICE (ADULTS) (4 UNITS)**

Clinic class to introduce students to a variety of conditions treated in clinical practice with the adult and elderly population. Students learn how to perform clinical assessments, write treatment goals, document, and implement short term treatment programs. Labs will consist of evaluation and treatment of adult patients within the clinic. Prerequisites: OCCTH 710, OCCTH 711, OCCTH 712, OCCTH 716, OCCTH 718, OCCTH 719, OCCTH 724, OCCTH 725, OCCTH 727. Corequisite: OCCTH 729. (2 units theory, 2 units lab)

**OCCTH 740/741****FIELDWORK LEVEL II INTERNSHIP A AND B (12 UNITS)**

This is the final stage of coursework designed to introduce the student to the full responsibilities of the profession working in the capacity of a practitioner under the supervision of a certified occupational therapist. Students are able to register for their Level II fieldwork only after successful completion of their two years of didactic coursework. A variety of settings are considered. The student will utilize occupational theory for the assessments, treatment interventions, and competency in practice skills. The student completes the fieldwork requirements in two consecutive 6 unit modules. OCCTH 740L must be successfully completed before being eligible to register and complete OCCTH 741L. After the successful completion of the total six months of Fieldwork II, the student is eligible to sit for the national certification exam provided through the National Board for Certification in Occupational Therapy. Prerequisite: all prior coursework completed. (12 units clinical lab)

**GENED 748****NEUROMECHANICAL BASES OF POSTURE, BALANCE, AND GAIT (2 UNITS)**

Students in this course will investigate the neurological, biomechanical, and motor control aspects of three fundamental human movement skills: posture, balance, and gait. Emphasis will be placed on understanding how sensorimotor integration occurs in healthy individuals during these tasks, and how dysfunctions typically manifest themselves. Students will spend the majority of class time in hands-on sessions in the Motion Analysis Research Center working in interdisciplinary teams to learn how to apply research tools and techniques to answer clinical questions related to posture, balance, and gait. In addition, students will be encouraged to explore ways to translate what they learn in this course to real-life, clinic-based situations. Prerequisites: OCCTH 627/627L or OCCTH 727/727L

**OCCTH 750/750L****CAPSTONE PROJECT PLANNING (3 UNITS)**

This is the third of a five course sequence designed as a guided progressive process to engage the student in developing advanced skills and/or knowledge. This is the preliminary experiential component of the project, which is individualized with intensive immersion into the area of occupational therapy practice on which the student has explored, identified, and developed in previous semesters. Students begin implementation of the capstone plan through part-time participation in the experiential component of the capstone project with the aim to identify and resolve potential problems and concerns relating to full implementation of the capstone project as well as securing the final commitment from the community practice setting. Prerequisite: Enrollment in OTD program, successful completion of first year of OTD program. (1 unit lecture; 2 units lab)



**OCCTH 751  
ADVANCED FOCUS**

**(3 UNITS)**

In this course, students will develop advanced knowledge and skill in one of four selected specialty tracts. This will include the student learning to generate clinical questions to enhance his/her knowledge of the trends, evidence base knowledge, and application of the selected field of study. Students will learn to implement this knowledge through critical analysis, synthesis of ideas of theoretical cornerstones needed to produce leadership abilities in the selected area of study. The course will inform and foster an environment to allow for new knowledge and implementation in the clinical field of study, using evidence to be implemented and integrated into practice. Students will develop advanced knowledge and skill in one of four selected specialty tracts offered of special interest including:

- a. Advanced Hand Therapy
- b. Advanced Cognitive Studies
- c. Advanced Geriatric Studies
- d. Advanced Community-based and population-based practice

**OCCTH 752/752L  
ADVANCED LEADERSHIP SEMINAR**

**(3 UNITS)**

This course will prepare the OTD student with advanced skills in leadership development consistent with ACOTE accreditation standards. Emphasis will be on community program development, advocacy (political action) and administrative initiatives in a changing healthcare environment. In this course the student will identify his or her own personal leadership style, which will serve as a guide in developing a professional development and leadership plan. This course will also provide the student with an understanding of the process to set up occupational therapy services in traditional settings, community-based environments, and in non-traditional settings. Prerequisite: OCCTH 728. (1 unit lecture, 2 units lab)

**OCCTH 754  
FINAL CAPSTONE PROJECT**

**(6 UNITS)**

This is the fourth of a five course sequence designed as a guided progressive process to engage the student in developing advanced skills and/or knowledge. This is the full implementation of the capstone project, which is individualized with intensive immersion into the area of occupational therapy practice on which the student has explored, identified, developed, and tested and received approval for in previous semesters. Guided by a designated faculty member and a content expert mentor, students implement their pre-authorized and planned capstone project based on their individual focus in the areas of clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. (6 units lab)

**OCCTH 755  
CAPSTONE PROJECT REPORT**

**(3 UNITS)**

This is the last of a five course series designed as a guided progressive process to engage the student in developing advanced skills and/or knowledge. In conclusion of the full implementation of the experiential component of the project, students are expected to submit a full report documenting the entire capstone process. Students follow the pre-established report guideline to compose this scholarly report. Additionally, students will disseminate the report to relevant stakeholders and professional communities through well-considered means, guided by a designated faculty member.

# PHYSICAL THERAPY

## DEPARTMENT OF PHYSICAL THERAPY

### HISTORY

The Department of Physical Therapy was founded in 1990, the first health science discipline added to the then single-purpose nursing institution, Samuel Merritt College. For the first 11 years, the department offered an entry-level Master of Physical Therapy (MPT) degree, which was designed to prepare practitioners for autonomous professional practice. The department's proposal to offer an entry-level Doctor of Physical Therapy (DPT) degree was approved in 2002 by the Western Association of Schools and Colleges (WASC, now the WASC Senior College and University Commission, WSCUC) and by the Commission on Accreditation in Physical Therapy Education. The first DPT class enrolled in the fall 2002 semester.

### MISSION

The Department of Physical Therapy at Samuel Merritt University serves students, the public, the profession and the University by educating highly skilled and compassionate Doctors of Physical Therapy. Our graduates provide patient-centered care using evidence informed practice to positively transform society and the experience of care in diverse communities. We are dedicated to advancing the profession through a commitment to life-long learning, critically reflective practice, scholarship, service and socially responsible action on behalf of patients, the public, and the profession.



### PHILOSOPHY OF THE DEPARTMENT OF PHYSICAL THERAPY

It is the belief of the faculty that each human being is a uniquely organized and functioning combination of body, mind, and spirit. We believe that health is a state of complete physical, emotional and psychological well-being. We believe that each individual is responsible for his or her own life and possesses the power to achieve an optimum state of health; empowering individuals to achieve this optimum state of health is the core purpose of health professionals. We believe that all human beings are deserving of interactions consistent with an

inherent respect for their dignity and recognition of their unique cultural and social beliefs and values. A biopsychosocial-cultural model of healthcare and physical therapist practice best supports these beliefs and is one of the foundations of the curriculum. Physical therapy is a profession dedicated to service, to people and society; physical therapists must practice in an artful, competent, compassionate, caring, legal and ethical manner. Physical therapists must practice in a manner that is mindful of the art and science of the profession. Physical therapists must have commitments to lifelong learning and to searching for the evidence that supports and advances practice. Critical thinking, problem

solving, intellectual perseverance and courage are all essential characteristics of the successful physical therapist and must be present at entry to the program and fostered during matriculation.

The practice of physical therapy spans the continuum from health promotion to prevention to rehabilitation for individuals and populations throughout the lifespan. Physical therapists diagnose movement dysfunctions based on skillful examination and evaluation regardless of the cause or etiology and provide skilled therapeutic intervention to foster improvement in physical functioning and maximizing overall quality of life. Physical therapists provide the initial access into the healthcare system for persons with impairments, activity limitations, and participation restrictions related to movement, and engage in collegial referral relationships with other healthcare professionals. The physical therapist's role may also include that of case manager, teacher, researcher, and consultant. The faculty believes the first priority of education is to prepare people for a well-rounded, balanced life with broad social and cultural interests and as involved, active citizens of our country. The faculty believes that a professional doctoral degree in physical therapy (DPT) must be built on a strong foundation in the liberal arts and sciences and the values and ethical behaviors consistent with a life as a professional serving all of the members of a diverse culture.

We believe that education programs for the physical therapist must be conducted in an environment that fosters the intellectual challenge, spirit of inquiry, and commitment to excellence in practice characteristic of the community of scholars of Samuel Merritt University.

The curriculum of the professional doctoral degree is an integrated hierarchical, spiraling design that emphasizes the scientific bases of human movement, humanistic values, and the artful application of physical therapy. The curriculum is an integrated balance of the basic, clinical, social, and management sciences, with interpersonal communication, the psychosocial and cultural aspects of health and illness, and morals and ethics woven throughout the program. The curriculum implicitly and explicitly develops critical thinking and inquiry, effective problem solving, professionalism, responsibility, and high intellectual standards. We believe that education is a shared experience wherein the responsibility for learning rests with the student and the role of the faculty is to facilitate that learning. We expect students will assume responsibility for learning and pursue their education at a depth and breadth commensurate with doctoral-level education.

The faculty believes the academic environment must provide students the opportunity to build awareness of and appreciation for multiple styles of thinking and diverse social concepts and values that will help prepare them for identifying, redefining, and fulfilling their responsibilities to society and the profession. Physical therapists must understand and appreciate the professional, historical, and social context in which they operate; the relevance of physical therapy to these and the essential role physical therapists play in helping to modify the environment of practice.

The faculty believes they must provide positive role models for scholarly activity, clinical expertise, and active involvement in the professional community and therefore a responsibility to develop this commitment among the students. We also promote service to the community to ensure excellent physical therapy services are available and accessible to all its members.

As a community of scholars, educators, and practitioners, the faculty serves as leaders in assuring availability of continuous learning and competency in the professional community through publication of scholarly work and sharing of knowledge and abilities in educational programs.

## DOCTOR OF PHYSICAL THERAPY DEGREE PROGRAM

This 33-month professional program is designed to prepare students seeking licensure as physical therapists. The curriculum includes professional doctoral-level study in the theory and practice of physical therapy and prepares students to assume leadership roles in the profession and the healthcare delivery system. In order to prepare students to become competent clinicians who are capable of performing as autonomous practitioners in direct access and other healthcare systems, the curriculum emphasizes problem solving and critical thinking. Courses that focus on learning physical therapy clinical skills and knowledge are closely integrated with the basic sciences such as anatomy, kinesiology, and biomechanics. Pharmacology, imaging and the medical management of patients are simultaneously covered in concert with the corresponding clinical courses. Physical therapy services through the lifespan, from pediatrics through geriatrics, are interwoven in the clinical courses and there are additional, specific courses that address the needs of these special populations served by physical therapists. The role of physical therapy in the healthcare system, the role of healthcare in society and cultural diversity are also integrated throughout the curriculum. Students have integrated clinical experiences under the mentorship of physical therapists during which they are able to see patients who have problems similar to those being covered in the classroom.

Students consult with community participants who have musculoskeletal and/or neuromuscular problems under faculty supervision during two semesters. Three one week and two eight week full-time clinical experiences are interspersed after key semesters so that classroom learning is reinforced with clinical experience. Students begin the full-time program each fall. The final 22 weeks of the program are spent on a full-time clinical internship. Upon completion of the doctoral program in physical therapy, program graduates are prepared to assume entry-level positions as physical therapists.

## PROGRAM LEARNING OUTCOMES

Graduates will:

1. Provide effective physical therapy for people with health conditions that result in movement dysfunctions and associated impairments, activity limitations, and participation restrictions regardless of the person's age, and in the most common practice environments for physical therapists.
2. Use sound clinical reasoning to guide decisions regarding examination, evaluation, diagnosis, plan of care, and intervention to achieve optimal outcomes of care through the synthesis of best available evidence (literature, clinical experience and judgment, and the patient/client's perspectives and values).
3. Serve as advocates for patient and client healthcare needs, including referral to other healthcare providers, community agencies, or healthcare services.
4. Provide collaborative, person-centered care that is compassionate, caring, and culturally competent.
5. Consistently use critical reflection to facilitate learning and improve future practice.
6. Function as collaborative and effective members of an interprofessional team providing healthcare to meet the needs of patients, clients, and the public.
7. Identify the need for and develop health, wellness, and prevention services for individuals and groups.
8. Be actively engaged in the profession of physical therapy and the communities it serves through the professional association, service to the community, and advocacy for the health needs of society.
9. Act responsibly with sound reasoning and integrity to achieve just resolution of ethical problems that affect individuals, organizations, or society.
10. Identify as emerging physical therapist professionals who demonstrate the hallmarks of excellence.

## THE DPT CURRICULUM

The DPT curriculum is a sequential curriculum in which courses build on a liberal arts and sciences foundation. Students are expected to use knowledge from prior coursework, building knowledge and expertise as they progress through the curriculum. In the Patient and Client Management course series, students will learn to perform an examination, evaluate the examination to formulate a diagnosis, prognosis, and plan of care, and provide interventions for patients with impairments, activity limitations and participation restrictions encountered by physical therapists. Emphasis will be placed on the development of fluid, proficient psychomotor skills used in practice. Students will also use evidence-based decision making with increasing levels of critical analysis and complexity in reasoning and decision making.

## DPT CAPSTONE PROJECT GRADUATION REQUIREMENT

The Doctor of Physical Therapy program requires that all students complete a capstone project to meet the requirements for graduation from the program. The capstone project is produced as an outcome of the PHYTH 701, 702, 703, and 704 capstone course series. The requirements for successful completion include presentation of capstone projects at a capstone project presentation day.

## DPT GRADUATION REQUIREMENTS

1. Minimum of thirty-three (33) months in full-time study, or the equivalent if any portion of the program is completed as a part-time student.
2. Successful completion of all academic and clinical courses stipulated by the program, with a cumulative GPA of no less than 2.7 (a B- average). Students graduating while on academic probation because their cumulative GPA dropped below 2.7 must have a current semester GPA of 2.7 in order to graduate.
3. Satisfactory discharge of all University and program debts.

NOTE: Students will not become eligible to take the NPTE until all requirements for the degree have been met. Students are responsible for ensuring that they are in compliance with all administrative and academic policies of the Doctor of Physical Therapy Program and Samuel Merritt University to ensure timely completion of the program and graduation.

## CURRICULUM OVERVIEW

### Physical Therapy

#### YEAR I

FALL SEMESTER (TERM 1)	UNITS
<b>PHYTH 710</b> Clinical Foundations in Physical Therapy	3.0
<b>PHYTH 722</b> Clinical Physiology	3.5
<b>PHYTH 723</b> Gross Anatomy I	3.5
<b>PHYTH 724</b> Functional Anatomy, Biomechanics and Kinesiology I	3.0
<b>PHYTH 727</b> Neuroscience I	1.0
<b>PHYTH 735</b> Exercise Prescription for Patients and Clients I	1.0
<b>PHYTH 741</b> Professional Issues I	1.0
<b>PHYTH 755</b> Evidence-Based Practice I	2.0
<b>Total</b>	<b>18.0</b>

SPRING SEMESTER (TERM 2)	UNITS
<b>PHYTH 711</b> Patient/Client Management: Musculoskeletal I	5.0
<b>PHYTH 725</b> Gross Anatomy II	2.5
<b>PHYTH 726</b> Functional Anatomy, Biomechanics, and Kinesiology II	3.0
<b>PHYTH 732</b> Pathology and Pharmacology I	2.0
<b>PHYTH 738</b> Musculoskeletal Medical Management and Imaging I	1.5
<b>PHYTH 743</b> Interprofessional and Intrapersonal Communication in Health Care	2.0
<b>PHYTH 761</b> Integrated Clinical Experience I	0.5
<b>Total</b>	<b>16.5</b>

SUMMER SEMESTER (TERM 3)	UNITS
<b>PHYTH 701</b> Capstone I: Introduction	0.25
<b>PHYTH 712</b> Patient/Client Management: Musculoskeletal II	5.0
<b>PHYTH 719</b> Physical Agents and Electrotherapy	1.0
<b>PHYTH 733</b> Pathology and Pharmacology II	1.5
<b>PHYTH 736</b> Exercise Prescription for Patients and Clients II	1.0
<b>PHYTH 739</b> Musculoskeletal Medical Management and Imaging II	1.5
<b>PHYTH 742</b> Teaching and Learning	1.5
<b>PHYTH 745</b> Behavioral and Psychosocial Factors in Health Care	2.0
<b>PHYTH 762</b> Integrated Clinical Experience II	0.5
<b>Total</b>	<b>14.25</b>

#### YEAR II

FALL SEMESTER (TERM 4)	UNITS
<b>PHYTH 702</b> Capstone II: Exploration and Planning	0.75
<b>PHYTH 728</b> Neuroscience II	2.0
<b>PHYTH 744</b> Health Care Systems and Regulatory Aspects of Physical Therapy	2.0
<b>PHYTH 756</b> Evidence-Based Practice II	2.0
<b>PHYTH 763</b> Clinical Experience I	5.0
<b>Total</b>	<b>11.75</b>

SPRING SEMESTER (TERM 5)	UNITS
<b>PHYTH 713</b> Patient/Client Management: Neuromuscular I	6.0
<b>PHYTH 714</b> Patient/Client Management: Pediatrics	3.0
<b>PHYTH 729</b> Neuroscience III	3.0
<b>PHYTH 730</b> Medical Screening for the Physical Therapist	0.5
<b>PHYTH 734</b> Pathology and Medical Management in Neurology	2.0
<b>PHYTH 737</b> Exercise Prescription for Patients and Clients III	1.0
<b>PHYTH 753</b> Case Studies in Neuromuscular Physical Therapy	1.0
<b>PHYTH 764</b> Integrated Clinical Experience III	0.5
<b>Total</b>	<b>17.0</b>

SUMMER SEMESTER (TERM 6)	UNITS
<b>PHYTH 703</b> Capstone III: Implementation	1.0
<b>PHYTH 715A</b> Patient/Client Management: Special Topics I	1.5
<b>PHYTH 717</b> Patient/Client Management: Cardiopulmonary	3.0
<b>PHYTH 765</b> Clinical Experience II	5.0
<b>Total</b>	<b>10.5</b>

#### YEAR III

FALL SEMESTER (TERM 7)	UNITS
<b>PHYTH 704</b> Capstone IV: Completion	2.0
<b>PHYTH 715B</b> Patient/Client Management: Special Topics II	1.5
<b>PHYTH 716</b> Patient/Client Management: Musculoskeletal III	3.0
<b>PHYTH 718</b> Patient/Client Management: Neuromuscular II	3.0
<b>PHYTH 746</b> Management of Physical Therapy Services	2.0
<b>PHYTH 747</b> Professional Issues II	1.0
Electives (optional)	0-4
<b>Total</b>	<b>12.5</b>

#### SPRING & SUMMER SEMESTERS (TERMS 8 & 9\*)

Students are continuously enrolled in PHYTH 704 Capstone IV from the fall (term 7).

**PHYTH 766** Internship (22 weeks)

(\*Part of Term 9)



# COURSE DESCRIPTIONS

## PHYTH 701

### CAPSTONE I: INTRODUCTION (.25 UNIT)

This is the first in a four-course sequence that terminates in the development and presentation of a student Capstone Project. This course introduces the students to the various capstone pathways to allow the students to gain foundational information to prepare them to select one pathway to pursue for the remainder of the sequence by the end of the summer Year 1 of the program. Prerequisite: Successful completion of courses taken during terms 1–2 of the DPT program. (.25 hours lecture)

## PHYTH 702

### CAPSTONE II: EXPLORATION AND PLANNING (.75 UNIT)

This is the second in a four-course sequence that terminates in the development and presentation of a student Capstone Project. This course builds upon the concepts learned in PHYTH 701 Capstone I: Introduction. In this course, students will further explore their selected capstone pathway. Students will read and critique relevant examples of literature in their selected capstone pathway. Students will work closely with their Capstone Faculty to develop a comprehensive plan for implementing their selected capstone project. Prerequisite: PHYTH 701. (.75 hours seminar)

## PHYTH 703

### CAPSTONE III: IMPLEMENTATION (1 UNIT)

This is the third in a four-course sequence that terminates in the development and presentation of a student Capstone Project. This course builds upon the concepts learned in PHYTH 701 Capstone I: Introduction and PHYTH 702: Capstone II: Exploration and Planning. In this course, students will further explore their selected capstone pathway and will implement their capstone project plan for their respective pathway. Students will collect the appropriate data, compile and analyze the data collected, including a relevant literature search for their selected capstone pathway. Prerequisites: PHYTH 701 and PHYTH 702. (1.0 hours seminar)

## PHYTH 704

### CAPSTONE IV: COMPLETION (2 UNITS)

This is the fourth and final in a four-course sequence that terminates in the development and presentation of a student Capstone Project. This course builds upon the concepts learned in PHYTH 701 Capstone I: Introduction, PHYTH 702 Capstone II: Exploration and Planning, and PHYTH 703 Capstone III: Implementation. In this course, students will complete their selected capstone project including submission of a final manuscript and a formal presentation of their project. The manuscript and related presentation require students to: conduct a comprehensive literature search; evaluate the process, outcome and impact of their project; and perform an in-depth critical self-reflection of their performance and learning throughout the capstone project. Prerequisites: PHYTH 701, PHYTH 702, and PHYTH 703. (2.0 hours seminar)

## PHYTH 710

### CLINICAL FOUNDATIONS IN PHYSICAL THERAPY (3 UNITS)

This course introduces fundamental skills used throughout physical therapy practice and among practice settings. Theoretical concepts of enablement/disablement, disease, and management of the patient/client in physical therapy will serve as the basis of the course, including an introduction to clinical reasoning strategies. Basic patient history, physical examination, and interventions will be introduced, including therapeutic exercise, functional mobility and gait, with an emphasis on patient and therapist safety. Introduction to patient/client management in an inpatient setting will be used to synthesize information over the course. A framework for documentation will be incorporated throughout the course. (1.5 hours lecture, 4.5 hours lab)

## PHYTH 711

### PATIENT/CLIENT MANAGEMENT: MUSCULOSKELETAL I (5 UNITS)

This course focuses on physical therapist patient/client management of simple musculoskeletal movement impairments and functional limitations in the lower extremities and lumbar spine in persons across the life span. Procedural interventions of lower extremity orthotics and taping will be included. Prerequisite: Successful completion of courses taken during term 1. (3 hours lecture, 6 hours lab)

## PHYTH 712

### PATIENT/CLIENT MANAGEMENT: MUSCULOSKELETAL II (5 UNITS)

This course focuses on physical therapist patient/client management of simple musculoskeletal impairments and functional limitations in the upper extremities and cervical/thoracic spine in persons across the life span. Prerequisite: Successful completion of courses taken in terms 1 and 2. (3 hours lecture, 6 hours lab)

## PHYTH 713

### PATIENT/CLIENT MANAGEMENT: NEUROMUSCULAR I (6 UNITS)

This course focuses on physical therapist management of patients/clients with neuromuscular impairments and functional limitations. Patient problems that include musculoskeletal dysfunction and special problems of some representative neurological disorders of adults will be included. Prerequisite: Successful completion of courses taken in terms 1–4. (3 hours lecture, 9 hours lab)

## PHYTH 714

### PATIENT/CLIENT MANAGEMENT: PEDIATRICS (3 UNITS)

This course focuses on the study of normal growth and development of humans from birth to adolescence, and the common pathological conditions encountered by physical therapists, whether in a pediatric or general PT practice, when managing the pediatric patient population. The Physical Therapist Patient Client Management Model is applied to the pediatric patient population. Specialized skills and knowledge

relative to equipment, funding issues, and delivery systems pertinent to pediatrics are reviewed. Interwoven throughout the course is the impact of childhood disability on the family unit. Prerequisite: Successful completion of courses taken in terms 1–4. (2 hours lecture, 3 hours lab)

**PHYTH 715A**  
**PATIENT/CLIENT MANAGEMENT:**  
**SPECIAL TOPICS I** (1.5 UNITS)

Requiring the integration of material from past and current courses, this course focuses on the physical therapy evaluation and management of a more complex patient/client population. Students will learn to perform an examination (interview, physical examination tests and measures, systems review and review of systems), evaluate the data from the examination to formulate a diagnosis, prognosis and plan of care. Additionally, students will learn to choose and perform appropriate interventions which may include coordination and communication with other healthcare providers, patient/client-related instruction and procedural interventions. This course is divided into two portions. This first portion is for those patients/clients with interrelated impairments and activity limitations/participation restrictions associated with amputation and integumentary integrity (specifically wounds). Prerequisites: Successful completion of courses taken in terms 1–4. (1 hour lecture, 1.5 hours lab)

**PHYTH 715B**  
**PATIENT/CLIENT MANAGEMENT:**  
**SPECIAL TOPICS II** (1.5 UNITS)

Requiring the integration of material from past and current courses, this course focuses on the physical therapy evaluation and management of a more complex patient/client population. Students will learn to perform an examination (interview, physical examination tests and measures, systems review and review of systems), evaluate the data from the examination to formulate a diagnosis, prognosis, and plan of care. Additionally, students will learn to choose and perform appropriate interventions which may include coordination and communication with other healthcare providers, patient/client-related instruction and procedural interventions. This course is divided into two portions. This second portion is for those patients/clients with inter-related impairments and activity limitations/participation restrictions associated with obesity, aging (geriatrics), oncological disease, integumentary integrity (specifically burns), diabetes mellitus, and gender-related health issues including pregnancy, incontinence, osteoporosis and pelvic pain. In addition, aspects related to health and wellness and health disparities affecting these special populations will be discussed. Students will use evidence-based decision making throughout this course. In addition, the principles of case management of special populations will be explored. Prerequisites: Successful completion of courses taken in terms 1–4. (1 hour lecture, 1.5 hours lab)

**PHYTH 716**  
**PATIENT/CLIENT MANAGEMENT:**  
**MUSCULOSKELETAL III** (3 UNITS)

Requiring the integration of material from past and current courses, this course focuses on physical therapist patient/client management of musculoskeletal impairments and functional limitations involving complex, multi-regional, multisystem involvement. This course focuses on the refinement and development of the entry-level student's clinical reasoning, critical thinking, and clinical decision-making applied to these patients and populations. There is also emphasis on development of fluid, proficient psychomotor skills used in physical therapy patient management for the patient with a musculoskeletal disorder. Students will critically evaluate and choose among varying sources of evidence in clinical decision-making throughout this course. This course includes more in-depth coverage of physical therapy evaluation and management of patients with upper quarter and lower quarter involvement, including the spine and chronic pain. Prerequisites: Successful completion of courses taken in terms 1–6. (2 hours lecture, 3 hours lab)

**PHYTH 717**  
**PATIENT/CLIENT MANAGEMENT:**  
**CARDIOPULMONARY** (3 UNITS)

This course focuses on physical therapist management of patients/clients with complex impairments and functional limitations associated with the cardiopulmonary system across the life span. Students will use evidence-based decision making throughout this course. Prerequisites: Successful completion of courses taken in terms 1–5. (2.5 hours lecture, 1.5 hours lab)

**PHYTH 718**  
**PATIENT/CLIENT MANAGEMENT:**  
**NEUROMUSCULAR II** (3 UNITS)

This course focuses on physical therapist patient/client management of neuromuscular impairments and functional limitations involving complex, multi-regional, and multisystem involvement in persons across the life span. Learning activities emphasize the refinement and development of the entry-level student's clinical reasoning, critical thinking, and clinical decision-making applied to these patients and populations. Prerequisites: Successful completion of courses taken in terms 1–6. (2 hours lecture, 3 hours lab)

**PHYTH 719**  
**PHYSICAL AGENTS AND ELECTROTHERAPY** (1 UNIT)

This course will enable the student to use clinical reasoning to properly select and safely and competently apply the various physical and electrotherapeutic modalities used by physical therapists. The course will also teach the student to appropriately instruct supportive personnel on the use of these modalities and to instruct patient and families in the correct use of these modalities in the home setting. Topics covered will include physiological responses, uses, limitations, indications, contraindications and precautions for use of each

modality. In addition to practice in performance of examination and treatment procedures related to the use of physical agent and electrotherapeutic modalities, lab activities will incorporate correct body mechanics, positioning and draping and documentation. Prerequisites: Successful completion of PHYTH 710, PHYTH 722, PHYTH 732. (0.25 hours lecture, 2.25 hours lab)

**PHYTH 722**  
**CLINICAL PHYSIOLOGY** (3.5 UNITS)

This course is an in depth study of physiology of the musculoskeletal, cardiovascular, blood and lymphatic, pulmonary, renal, endocrine, autonomic, immune, metabolic systems and digestive systems. Energetics, basic nutrition and metabolism will be covered. Physiologic aging and effects of immobilization will also be studied. Lecture/laboratory sessions and case studies will be used to study, measure, evaluate and interpret normal and abnormal physiologic responses. (3.1 hours lecture, 0.9 hours lab)

**PHYTH 723**  
**GROSS ANATOMY I** (3.5 UNITS)

This course is the first of two devoted to the study of regional gross structure of the human body. This course covers the lower extremity, lumbar and thoracic spine, thorax, abdomen, pelvis and perineum. The emphasis is on anatomy relevant to clinical practice in physical therapy, with emphasis on the skeletal, muscular, vascular and neurological systems. Basic embryology is included and histology is introduced. (1.75 hours lecture, 5.25 hours lab)

**PHYTH 724**  
**FUNCTIONAL ANATOMY, BIOMECHANICS AND KINESIOLOGY I** (3 UNITS)

This course is the first of two devoted to the application of anatomy, biomechanics and kinesiology to movement disorders of the lumbar spine and lower quarter. The emphasis is on the relationship between structure and function of the systems involved in movement and the implications of pathologies and impairments that affect movement. There is significant laboratory time in which the student applies concepts of kinesiology and biomechanics to problems associated with movement and analyzes movement using these concepts. (2 hours lecture, 3 hours lab)

**PHYTH 725**  
**GROSS ANATOMY II** (2.5 UNITS)

This is the second of two courses devoted to the study of regional gross structure and function of the human body. This semester covers the superficial back, upper extremity, head and neck. The emphasis is on anatomy relevant to clinical practice in physical therapy, with emphasis on the skeletal, muscular, vascular and neurological systems. Development of the head, neck, brain and spinal cord will also be covered. Prerequisite: Successful completion of PHYTH 723. (1.25 hours lecture, 3.75 hours lab)

**PHYTH 726**  
**FUNCTIONAL ANATOMY, BIOMECHANICS AND KINESIOLOGY II** (3 UNITS)

This course is the second of two courses devoted to the application of anatomy, biomechanics and kinesiology to movement disorders of the cervical spine and upper quarter. The emphasis is on the relationship between structure and function of the systems involved in movement and the implications of pathologies and impairments that affect movement. There is significant laboratory time in which the student applies concepts of kinesiology and biomechanics to problems associated with movement and analyzes movement using these concepts. Abnormal gait analysis is included. Prerequisites: Successful completion of PHYTH 723, PHYTH 724. (2 hours lecture, 3 hours lab)

**PHYTH 727**  
**NEUROSCIENCE I** (1 UNIT)

This course is the first of a three-course sequence devoted to the study of the structure and function of the human nervous system. The emphasis of this course is on the 1) the basic gross structure of the central nervous system; 2) histology and functions of neurons and neuroglia; 3) physiology of excitable membranes, synapses, basic sensory physiology, and spinal cord reflexes. (1 hour lecture)

**PHYTH 728**  
**NEUROSCIENCE II** (2 UNITS)

This is the second of a three-course sequence devoted to the study of the structure and function of the human nervous system. The emphasis of this course is on: the gross and intrinsic structure of the central nervous system., somato-sensory and motor and cranial nerve pathways structure and function, and identification of lesion sites along the neuraxis and description of patient signs or symptoms. Prerequisites: Successful completion of PHYTH 723, PHYTH 724, PHYTH 727. (2 hours lecture)

**PHYTH 729**  
**NEUROSCIENCE III** (3 UNITS)

This is the last of a three-course sequence devoted to the study of the structure and function of the human nervous system. The emphasis of this course is an in-depth study of the physiology of the nervous system that control human movement. Students will apply this information to understand physical therapy examination, evaluation, diagnosis, prognosis, plan of care, and intervention for people with impairments and functional limitations of the nervous system. Course content will be integrated with PHYTH 713, PHYTH 734, and PHYTH 753. Prerequisites: Successful completion of courses taken in terms 1–4. (3 hours lecture)

**PHYTH 730**  
**MEDICAL SCREENING FOR**  
**THE PHYSICAL THERAPIST**

**(.5 UNIT)**

An important element of physical therapist practice is the recognition of clinical red flags that may suggest physician referral is warranted. This course will help prepare the student to assume the role of an interdependent practitioner working within a collaborative medical model. The components of medical screening, namely identification of health risk factors, recognitions atypical symptoms/signs, and review of systems, will be covered through lecture and laboratory sessions. A proposed examination scheme designed to promote efficient and effective collection of patient data will also provide the structure for laboratory sessions. Professional communication with patients and physicians/physician extenders will also be a central theme throughout the course. Prerequisites: Successful completion of courses taken in terms 1–4. (0.5 hours lecture)

**PHYTH 732**  
**PATHOLOGY AND PHARMACOLOGY I**

**(2 UNITS)**

This is the first of a three-course sequence discussing pathology, pharmacology, and medical management of disease as foundational to understanding physical therapy intervention. Concept of injury, inflammation and stages of healing will be discussed. Pathology and medical management associated with the rheumatologic, immune system, infections, oncology, the integumentary system, the endocrine and metabolic systems, and cardiac systems will be examined. Prerequisite: PHYTH 722. (2 hours lecture)

**PHYTH 733**  
**PATHOLOGY AND PHARMACOLOGY II**

**(1.5 UNITS)**

This is the second of a three-course sequence discussing pathology, pharmacology and medical management of disease as foundational to understanding physical therapy examination and intervention. Pathology and medical management associated with the vascular, pulmonary, hepatobiliary, renal and urinary, hematologic, lymphatic, reproductive systems and musculoskeletal neoplasms will be examined. Prerequisite: PHYTH 732. (1.5 hours lecture)

**PHYTH 734**  
**PATHOLOGY AND MEDICAL**  
**MANAGEMENT IN NEUROLOGY**

**(2 UNITS)**

Focusing on the etiology, pathology, diagnosis, medical management, clinical presentation and prognosis of diseases and disorders of the peripheral and central nervous system and neuromuscular diseases, this course explores medical management including pharmacology, surgical interventions and referral to other healthcare professionals. Prerequisites: PHYTH 722, PHYTH 732, PHYTH 733. (2 hours lecture)

**PHYTH 735**  
**EXERCISE PRESCRIPTION**  
**FOR PATIENTS AND CLIENTS I**

**(1 UNIT)**

This course is the first in a three-course series designed to cover the concepts of exercise and therapeutic exercise as applied to different conditions and patient populations. This particular course focuses on the introduction of exercise and therapeutic exercise and application of theories and techniques of exercise intervention in patients and clients with movement dysfunctions. An introductory discussion of motor control and motor learning concepts will give the students the necessary foundation for making appropriate clinical decisions when providing interventions. This course will also include content on home exercise program prescription and discuss facilitators to maximize patient adherence. Students will be encouraged to discuss and build upon their knowledge of basic therapeutic techniques attained from previous volunteer or work experiences. (0.5 hours lecture, 1.5 hours lab)

**PHYTH 736**  
**EXERCISE PRESCRIPTION**  
**FOR PATIENTS AND CLIENTS II**

**(1 UNIT)**

This course is the second in a three-course series designed to cover principles and concepts of exercise prescription as applied to different conditions and patient/client populations. This course focuses on the application of foundational knowledge of exercise learned in the preceding introductory exercise prescription course to patients and clients with participation restrictions and/or activity limitations related primarily to impairments of the musculoskeletal system. Students will gain experience and practice in integrating the cognitive and psychomotor skills required to develop, administer, and progress therapeutic exercise for patients/clients with various symptomatic musculoskeletal conditions, underlying pathological musculoskeletal conditions, in the context of pre-and post-operative situations, work-related injuries, and with older adults. Students will learn how to use a model of movement analysis and apply concepts of motor control and motor learning in the analysis of functional activities to provide a foundation for both neuromuscular re-education intervention planning and to serve as a foundation from which to generate hypotheses about potentially related impairments that may be appropriately addressed through therapeutic exercise interventions. Students will gain experience in reasoning through situations where a focus of intervention is addressing impairments in static posture, balance, flexibility, muscle performance (strength, power, endurance), and situations where it is appropriate to integrate concepts of wellness, health promotion, and disease/injury prevention. The course will explicitly reinforce a collaborative, patient-centered approach to healthcare, with examples of ways in which personal and environmental factors (including culture/ethnicity, socioeconomic status, literacy, and psychological factors) are factored into clinical reasoning in the context of exercise prescription. Prerequisites: Successful completion of courses taken in terms 1–2. (0.5 hours lecture, 1.5 hours lab)

**PHYTH 737****EXERCISE PRESCRIPTION****FOR PATIENTS AND CLIENTS III****(1 UNIT)**

This course is the third in a three-course series designed to cover the concepts of therapeutic exercise as applied to different conditions and patient/client populations. This particular course focuses on the application of theories and techniques of therapeutic exercise in patients and clients with movement dysfunctions secondary to neuromuscular conditions, and in pediatric populations. An in-depth analysis and discussion of motor control and motor learning concepts as applicable to the above-mentioned populations will give the students the necessary foundation for making appropriate clinical decisions when providing interventions. This course will also include content on postural control, coordination and neuromuscular reeducation. Students will be encouraged to discuss and build upon their knowledge of basic therapeutic techniques attained from previous coursework and clinical training experiences. Prerequisites: Successful completion of courses taken in terms 1–4. (0.5 hours lecture, 1.5 hours lab)

**PHYTH 738****MUSCULOSKELETAL MEDICAL****MANAGEMENT AND IMAGING I****(1.5 UNITS)**

This is the first of a two-course sequence that covers medical management and medical imaging of musculoskeletal-related pathologies or conditions affecting the lumbar spine and lower extremities. This course will cover basic concepts of medical imaging, routine and special views of the spine and lower extremities, and selection of most appropriate imaging modality given a particular patient/client presentation. This course will also cover basic information concerning sprains, strains and fractures as well as clinical signs and symptoms, etiology, incidence, prevalence and basic medical management for common musculoskeletal pathologies of the lumbar spine and SIJ region, hip, knee and ankle foot regions. The intent of this course is to provide the foundations for understanding the physical therapy patient/client management of these conditions. Prerequisites: PHYTH 722, PHYTH 723, PHYTH 724, PHYTH 727. (0.75 hours lecture, 2.25 hours lab)

**PHYTH 739****MUSCULOSKELETAL MEDICAL****MANAGEMENT AND IMAGING II****(1.5 UNITS)**

This is the second of a two-course sequence that covers medical management and medical imaging of musculoskeletal-related pathologies or conditions affecting the cervical and thoracic spine, temporomandibular joint and the upper extremities. This course will cover basic concepts of medical imaging, routine and special views of the cervical and thoracic spine, temporomandibular joint and the upper extremities, and selection of most appropriate imaging modality given a particular patient/client presentation. This course will also cover clinical signs and symptoms, etiology, incidence, prevalence and basic medical management for common musculoskeletal pathologies of the cervical and

thoracic spine, temporomandibular joint, shoulder, elbow, wrist and hand. The intent of this course is to provide the foundations for understanding the physical therapy patient/client management of these conditions. Prerequisite: PHYTH 738. (0.75 hours lecture, 2.25 hours lab)

**PHYTH 741****PROFESSIONAL ISSUES I****(1 UNIT)**

This course covers the professional, legal, and ethical foundations of physical therapy practice, including an historic perspective on the development of the profession and current and future trends in practice. (2 hours seminar)

**PHYTH 742****TEACHING AND LEARNING****(1.5 UNITS)**

This course explores the role of physical therapists as teachers and learners. The focus of this course will be on patient/client education. Emphasis will be given on learning and motivational theories and their applicability in the clinical, professional, and academic environments. The course also includes content on critical thinking. (1.5 hours lecture)

**PHYTH 743****INTERPROFESSIONAL AND INTRAPERSONAL****COMMUNICATION IN HEALTH CARE****(2 UNITS)**

This course allows the student to enhance professional effectiveness through the improvement of communication skills. Learning is achieved through active participation in individual and group interactions that mirror professional practice. (1 hour lecture, 3 hours lab)

**PHYTH 744****HEALTH CARE SYSTEMS AND****REGULATORY ASPECTS OF PHYSICAL THERAPY****(2 UNITS)**

This course addresses how the design of the American healthcare system and the regulation of practice affect physical therapy practice. Students learn how they can successfully adapt and respond to a dynamic healthcare system in which change is a constant. (2 hours lecture)

**PHYTH 745****BEHAVIORAL AND PSYCHOSOCIAL****FACTORS IN HEALTH CARE****(2 UNITS)**

This course requires application of communication skills learned in Interprofessional Communication in Healthcare to clients who are experiencing psychological distress in addition to their physical illness or injury. Interpersonal issues will be addressed in the form of recognizing the signs of physical or emotional abuse, mood or anxiety disorders, substance abuse, and suicidal ideation. Negotiation expertise and stress management within the context of management and delivery of physical therapy services will be covered. Prerequisite: PHYTH 743. (2 hours lecture)



**PHYTH 746****MANAGEMENT OF PHYSICAL THERAPY SERVICES (2 UNITS)**

Students study leadership and management of physical therapy service delivery. Principles of management as applied to physical therapy, including organizational behavior, resource planning and management, program planning, financial planning, marketing, personnel direction and management, quality management, risk management, and legal and ethical issues are explored. Units on contracting, consulting, health maintenance organizations, and Medicare and Medicaid requirements are included. The concept of a physical therapist as an autonomous practitioner will be discussed in this course. (2 hours lecture)

**PHYTH 747****PROFESSIONAL ISSUES II (1 UNIT)**

This course addresses professional ethics, including ethical reasoning, moral agency, and moral courage based on the authentic experiences of students during clinical experiences. The course also addresses current issues affecting the profession of physical therapy. In both ethics and current issues, the importance of advocacy and leadership is addressed. Additionally, career planning and lifelong professional development are approached through portfolio development. Prerequisites: Successful completion of courses taken in terms 1–4. (1 hour lecture)

**PHYTH 753****CASE STUDIES IN NEUROMUSCULAR PHYSICAL THERAPY (1 UNIT)**

This course is designed to complement and promote application and integration of concepts learned in other physical therapy classes. Small groups of students will meet with an instructor in a seminar format, and will study various cases representing a variety of diagnoses, issues, settings, and populations. Students will need to include consideration of patients' psychological, social, and cultural perspectives and their situation within the healthcare delivery system in the United States to make clinical decisions resulting in efficient and effective physical therapy patient/client management. Topics include the following: patients with movement dysfunctions due to neuromuscular conditions that are acute, chronic, or progressive in nature across the lifespan and in a variety of settings in the healthcare delivery system. A special focus of this course is the integration of issues surrounding diversity and inclusion in healthcare settings. Prerequisites: Successful completion of courses taken in terms 1–4. (2 hours seminar)

**PHYTH 755****EVIDENCE-BASED PRACTICE I (2 UNITS)**

The two term evidence-based practice sequence is designed to prepare the student to be a competent consumer of research and a knowledgeable participant in clinical research. This first course is designed to introduce students to the basic principles of the scientific method and prepare them to analyze research studies critically. Focus will be on the role

of research, methodologies, sampling, levels of measurement, probability, hypothesis testing, reliability and validity, and standard error. Students will be prepared to critique articles in the literature. (2 hours lecture)

**PHYTH 756****EVIDENCE-BASED PRACTICE II (2 UNITS)**

The two term evidence-based practice sequence is designed to prepare the student to be a competent consumer of research and a knowledgeable participant in clinical research. This second course is designed to give students practical experience with data collection, input, analysis, and documentation. Focus will be on how to design a research project, ethical conduct in science, and tests of significance such as ANOVA, correlation, and regression. Students will develop hypotheses and research questions, and continue to critique literature, particularly related to development of clinical practice guidelines. Prerequisite: Successful completion of PHYTH 755. (2 hours lecture)

**PHYTH 761****INTEGRATED CLINICAL EXPERIENCE I (0.5 UNIT)**

PHYTH 761 is the first in a series of one week full-time, supervised clinical learning experiences. It provides the student with the opportunity to observe competent physical therapists engaged in physical therapy patient management, including examination, evaluation, diagnosis, prognosis, intervention and outcomes as well as to begin participating in portions of the interventions with patients. Students will have an opportunity to develop skill in conducting a patient interview of a patient with a single or simple movement dysfunction as well as practicing the skills learned during their first semester (refer to activities sheet). Patient/family education and interdisciplinary communication are also major considerations. Prerequisite: Successful completion of courses taken during term 1.

**PHYTH 762****INTEGRATED CLINICAL EXPERIENCE II (0.5 UNIT)**

PHYTH 762 is the second in a series of one week full-time, supervised clinical learning experiences. It provides the opportunity for students to continue their learning through observation and practice of: physical therapy patient management, including examination, evaluation, diagnosis, prognosis, intervention and outcomes for patients with musculoskeletal dysfunctions; and to explore the role of physical therapy in the healthcare delivery, legal and ethical considerations, and age, socioeconomic, and cultural considerations affecting treatment outcomes and utilization of services. Students have the opportunity to develop skill in conducting subjective and objective examinations and diagnosis of movement dysfunctions with musculoskeletal etiology. Patient and family education and inter-professional communication are also major considerations. Prerequisites: Successful completion of courses taken during terms 1–2.



**PHYTH 763****CLINICAL EXPERIENCE I****(5 UNITS)**

Experiential learning in clinical settings with the primary emphasis on the physical therapy patient/client management process for persons with musculoskeletal dysfunctions. This is a full-time, eight-week-long clinical experience. Prerequisites: Successful completion of courses taken during terms 1–3.

**PHYTH 764****INTEGRATED CLINICAL EXPERIENCE III****(0.5 UNIT)**

PHYTH 764 is third in a series of three one week full-time supervised integrated clinical experiences (ICE). This ICE provides students with the opportunity to examine, evaluate, determine appropriate interventions, and assess the outcomes of physical therapy patient management for adults and/or children with neurological movement dysfunctions. Prerequisites: Successful completion of courses taken during terms 1–4.

**PHYTH 765****CLINICAL EXPERIENCE II****(5 UNITS)**

Experiential learning in clinical settings with the primary emphasis on the physical therapy patient/client management process for persons with neuromuscular dysfunctions with the adult and/or pediatric population. This is a full-time, eight-week-long clinical experience. Prerequisites: Successful completion of courses taken during terms 1–5.

**PHYTH 766****PT INTERNSHIP****(NO CREDIT ASSIGNED)**

The internship is a full-time, six-month clinical experience following successful completion of the academic portion of professional program. During the internship, interns will fully integrate her/his academic and clinical experiences to achieve the transition from student to independent practitioner capable of practicing in a direct access environment. The intern will have the opportunity to exhibit competence in all aspects of physical therapy patient management for a variety of patients with impairments, functional limitations and disabilities typically seen in PT practice. In addition, they will achieve competence as practitioners on interdisciplinary teams and effective participants in the healthcare delivery system. Prerequisites: Successful completion of courses taken during terms 1–7.

**ELECTIVES****GENED 748****NEUROMECHANICAL BASES****OF POSTURE, BALANCE, AND GAIT****(2 UNITS)**

Students in this course will investigate the neurological, biomechanical, and motor control aspects of three fundamental human movement skills: posture, balance, and gait. Emphasis will be placed on understanding how sensorimotor integration occurs in healthy individuals during these tasks, and how dysfunctions typically manifest themselves. Students will spend the majority of class time in hands-on sessions in the Motion Analysis Research Center working in interdisciplinary teams to learn how to apply research tools and techniques to answer clinical questions related to posture, balance, and gait. In addition, students will be encouraged to explore ways to translate what they learn in this course to real-life, clinic-based situations. Prerequisites: PHYTH 724

**PHYTH 771 INDIVIDUAL INDEPENDENT STUDY****(1–3 UNITS)****PHYTH 772 GROUP INDEPENDENT STUDY****(1–3 UNITS)****PHYTH 781****ADVANCED PEDIATRICS****(2 UNITS)**

This course focuses on physical therapist patient/client management of complex multisystem involvement in the pediatric population. The use of standardized pediatric tests, measurements and evidenced based practice to guide decision making is emphasized throughout the course. Prerequisite: DPT III status. (2 hours lecture)

**PHYTH 782****PHYSICAL THERAPY IN SPORTS MEDICINE****(2 UNITS)**

This course focuses on physical therapist management of patients/clients with sports-related musculoskeletal impairments and functional limitations. Knowledge of anatomy, biomechanics, exercise and rehabilitation principles is applied along with clinical reasoning processes to this patient population. Prerequisite: DPT III status. (2 hours lecture)

# PHYSICIAN ASSISTANT

## DEPARTMENT OF PHYSICIAN ASSISTANT

### HISTORY

The Physician Assistant (PA) program started in 1999 as the first entry-level graduate PA program in the state of California. Coursework and clinical experiences were planned to provide for development of skill as primary care providers, as well as to offer opportunities for students to get a beginning foundation in a variety of medical and surgical clinical specialties.

### MISSION

The 27-month graduate program at Samuel Merritt University is designed to prepare students for entry-level practice as physician assistants. In keeping with the mission of Samuel Merritt University, the physician assistant program is committed to educating students for a life of highly skilled and compassionate service in healthcare. This program is designed to provide the comprehensive clinical and didactic training necessary to develop highly skilled, well-educated physician assistants capable of providing quality healthcare in a wide variety of clinical settings. Upon completion of this program, the student is prepared to take the national certifying examination and assume entry-level practice as a physician assistant.

### PHILOSOPHY OF THE PHYSICIAN ASSISTANT DEPARTMENT

The Physician Assistant Department strives to prepare graduates to assume the role of an interdependent medical provider. Graduates will demonstrate commitment to the community and the



profession through active leadership, manifest critical and creative thinking, use effective communication skills, and possess the educational foundation for continued growth and development in a changing world of diverse cultures. In addition, they will display a commitment to lifelong learning.

The practice of medicine is both an art and a science and its practitioners must be schooled in the diagnosis and treatment of pathologies as well as patient instruction in identifying and engaging in health promoting activities and disease preventing lifestyles. Professional practice demands the melding of contemporary biological science with the art of compassionate teaching, listening, facilitating, and guiding. It embodies a continuum of ages from neonatal to geriatrics, illnesses from acute to chronic, and practice arenas from

ambulatory to intensive care. Further, it demands the highest ethical and moral standards. Historically, physician assistants have always believed that one of their highest priorities is to promote the public's interest and the patient's needs before any other considerations and to serve as active patient advocates. We are committed to assuring that healthcare services are accessible and compassionate.

The faculty believe that the academic environment should provide students with opportunities to learn from a wide variety of clinical disciplines and an equally broad array of health professionals. By working and learning in this environment, students gain an appreciation of different styles of thinking, approaches, functions, and responsibilities. These experiences will shape the graduate's understanding of their role

and responsibilities in the provision of healthcare and to society as a whole. We believe that physician assistants must understand the historical and social environment in which the profession began as well as contemporary environments in which they practice.

Specifically, the program is committed to the following goals:

1. The education of highly skilled, knowledgeable physician assistants who contribute to the provision of high-quality healthcare to all individuals in a wide variety of clinical settings.
2. The provision of a rigorous didactic and clinical education in the basic and behavioral sciences and medical disciplines necessary to produce excellent clinicians.
3. The development of physician assistants who can engage in the scholarly advancement of the profession by participation in investigative studies. In addition, s/he must critically evaluate contemporary medical literature and appropriately apply this material to practice through a thorough understanding of research methodologies, study design, and epidemiologic principles.
4. The demonstration of appreciation for social and cultural effects on the delivery of healthcare through exposure to a wide variety of clinical settings reflecting the diversity of patients and the communities in which they reside.
5. The preparation of clinicians with an understanding of health policies and delivery systems to allow their participation as healthcare leaders in identifying solutions to community and professional endeavors.
6. The education of students in current information exchange systems and their associated technologies to enhance their productivity as students and professionals.
7. The development of clinicians who appreciate the value of human dignity, individual and societal decision-making, and the overarching ethical issues driving healthcare today, insuring the demonstration of exemplary ethical and legal conduct in daily practice.
8. The development of clinicians with a commitment to lifelong learning through both informal and formal professional development activities.

## MASTER PHYSICIAN ASSISTANT DEGREE

The Physician Assistant Department offers a 27 month entry-level master's degree program. Upon completion of program requirements, graduates are prepared to take the Physician Assistant National Certifying Examination (PANCE).

### PROGRAM LEARNING OUTCOMES

The Physician Assistant Department has developed five Program Learning Outcomes to guide curricular change and development, and determine competency of graduating Physician Assistants. Graduates of the PA Program are expected to demonstrate competence in the following outcome areas:

1. **Medical Knowledge:** Acquisition and comprehension of scientific content related to the theory and practice of medicine. Physician Assistant students are expected to:
  - // Demonstrate mastery of principles of anatomy, physiology and pathophysiology necessary for entry level clinical practice as a physician assistant;
  - // Demonstrate competency in obtaining an adequate medical history necessary to evaluate, diagnose and formulate a patient-centered treatment plan for patients with commonly encountered medical, surgical and behavioral conditions;
  - // Demonstrate competency in physical examination skills necessary to evaluate, diagnose and formulate a patient-centered treatment plan for patients with commonly encountered medical, surgical and behavioral conditions;
  - // Understand pharmacologic and non-pharmacologic principles of patient health management and wellness;
  - // Demonstrate the application of medical knowledge and critical thinking necessary to develop an accurate differential diagnosis in patients presenting with common medical, surgical and behavioral conditions;
  - // Apply current healthcare screening and maintenance recommendations for patients across the lifespan.

**2. Communication Skills and Teamwork:** Effective communication and professional exchange of information are essential to creating therapeutic and ethically sound relationships. These skills include verbal, non-verbal, written and electronic communication with patients, their families, physicians, specialists and all members of the healthcare team. Physician Assistant students are expected to:

- // Develop and demonstrate effective, professional and ethical interpersonal and communication skills;
- // Demonstrate maturity, flexibility and emotional stability appropriate for working in the healthcare setting;
- // Demonstrate competency in oral and written communication that meet the medical and legal standards established for healthcare professionals;
- // Demonstrate their ability to work effectively with other healthcare professionals.

**3. Patient-centered Care:** Physician Assistant students are expected to learn to provide patient care that is respectful of and responsive to individual patient preferences, needs and values. Moreover, students are expected to learn that patient values guide all clinical decision making practices. Physician Assistant students are expected to:

- // Understand the influence of culture, biases and attitudes on health and healthcare practices;
- // Demonstrate empathy, respect and appropriate sensitivity to perspectives, values and cultural norms that are other than one's own;
- // Access and utilize evidence-based recommendations and guidelines for patient-centered clinical practice;
- // Effectively demonstrate skills in obtaining patient history that addresses the unique preferences, values, needs and cultural/spiritual norms of each patient and his/her family, and develop patient management plans that are in concordance with those elements;
- // Work effectively with other members of the healthcare team, including the patient and family, to provide care that is responsive to the patient's needs;
- // Utilize patient education and counseling techniques, including information technology, that are appropriate and responsive to a patient's age, preferences, values, culture and norms.

**4. Professional Development:** Professionalism is the expression of positive values and ideals as care is delivered, and it involves prioritizing the interests of those being served above one's own. As members of a healthcare profession, it is imperative that the highest professional standards be maintained at all times. Physician Assistant students are expected to:

- // Conduct themselves in a professional manner in all academic and clinical settings;
- // Demonstrate excellent interpersonal skills, reliability, responsibility, empathy, respect and integrity;
- // Demonstrate professional relationships with other healthcare providers;
- // Demonstrate a commitment to ongoing professional development and ethical practice;
- // Demonstrate culturally appropriate care in a diverse patient population.

**5. Evidence-based Practice:** Evidence-based practice includes the process through which Physician Assistant students engage in utilizing informational technology to access medical research and information for the purpose of providing medical care. Physician Assistant students are expected to:

- // Locate, appraise, and integrate evidence from scientific studies related to their patients' health;
- // Critically evaluate medical literature using their knowledge of study design and statistical methods to inform their clinical practice;
- // Identify and evaluate current medical literature to enhance their medical knowledge;
- // Identify and evaluate current medical literature used in clinical decision making related to best practice standards.

## GRADUATION REQUIREMENTS

1. Completion of all program courses and supervised clinical practice experiences with a grade of C or better;
2. Satisfactory discharge of all University and program debts.

## CURRICULUM OVERVIEW

### Physician Assistant

#### YEAR I

FALL	UNITS
PA 601/601L Human Gross Anatomy	5.0
PA 603 Microbiology/Infectious Disease	3.0
PA 615/615L Physical Diagnosis	4.0
PA 617 Interpersonal/Interprofessional Communication	2.0
PA 690 Introduction to Evidence Based Practice	2.0
<b>Total</b>	<b>16.0</b>
<b>SPRING</b>	
PA 602 Physiology & Mechanisms of Disease I	3.0
PA 608 Pharmacology I	3.0
PA 620 Medicine I	4.0
PA 630 Medical Ethics and Professionalism	2.0
PA 646 Behavioral Medicine	3.0
PA 660 Integrating Seminar I	1.0
<b>Total</b>	<b>16.0</b>
<b>SUMMER</b>	
PA 604 Physiology & Mechanisms of Disease II	3.0
PA 609 Pharmacology II	3.0
PA 621 Medicine II	4.0
PA 624 Geriatrics	2.0
PA 628L Diagnostic Imaging	1.0
PA 631 Interpretation of Electrocardiograms	1.0
PA 661 Integrating Seminar II	1.0
<b>Total</b>	<b>15.0</b>

#### YEAR II

FALL	UNITS
PA 605 Clinical Simulation Lab	1.0
PA 622 Pediatrics	3.0
PA 623 Obstetrics/Gynecology	3.0
PA 625 The Role of the PA in General Surgery	3.0
PA 626 Emergency Medicine	3.0
PA 627 Policies and Systems of US Health Care	2.0
PA 629 Clinical Skills Lab	1.0
PA 662 Integrating Seminar III	1.0
<b>Total</b>	<b>17.0</b>

#### YEAR II-III

CLINICAL YEAR	UNITS
PA 606 Summative Evaluation	3.0
PA 607 Pre-Clinical Preparation	3.0
PA 680L Family Medicine Clerkship	2.0
PA 681L Internal Medicine Clerkship	2.0
PA 682L General Surgery Clerkship	2.0
PA 683L Pediatric Clerkship	2.0
PA 684L Geriatric Clerkship	2.0
PA 685L Obstetrics and Gynecology Clerkship	2.0
PA 686L Emergency Medicine Clerkship	2.0
PA 687L Elective Clerkship I	2.0
PA 688L Elective Clerkship II	2.0
<b>Total</b>	<b>24.0</b>

## COURSE DESCRIPTIONS

### PA 601/601L HUMAN GROSS ANATOMY (5 UNITS)

This one-semester course is designed to familiarize the student with the clinically relevant aspects of human anatomy with an in-depth examination of anatomical structure and function. Emphasis is placed on relationship of structure and normal variants with clinical correlation to pathology and disease presentation. The course includes an embryology component to aid students in understanding normal anatomical development and the congenital malformation. A cadaver lab with dissection focuses attention on spatial relationships, anatomic variation, embryological origin, and relationships of organ systems. (3 units lecture, 2 units lab)

### PA 602 PHYSIOLOGY AND MECHANISMS OF DISEASE I (3 UNITS)

The first course in a two part series, this course introduces students to fundamental physiological principles which apply to the human body. The integrated functioning mechanisms of the body will be presented in detail with special emphasis on the cardiovascular, respiratory, and central nervous systems. Clinical case presentations are presented to enable students to understand the pathophysiology of major diseases of each organ system.

### PA 603 MICROBIOLOGY AND INFECTIOUS DISEASE (3 UNITS)

This course will provide the student with advanced microbiology, virology, and immunology to understand the complexities of infectious disease. Emphasis will be placed on clinically relevant pathogens, isolation and aseptic techniques, identification, and treatment.



**PA 604**  
**PHYSIOLOGY AND MECHANISMS OF DISEASE II (3 UNITS)**

The second part of a two course series, this course introduces students to fundamental physiological principles which apply to the human body. The integrated functioning mechanisms of the body will be presented in detail with special emphasis on the renal, gastrointestinal, and endocrine systems. Clinical case presentations are presented to enable students to understand the pathophysiology of major diseases of each organ system.

**PA 605**  
**CLINICAL SIMULATION LAB (1 UNIT)**

This one unit lab will incorporate clinical simulation experiences from the medicine specialty courses taught in the final didactic semester, including OB/GYN, emergency medicine and pediatrics.

**PA 606**  
**SUMMATIVE EVALUATION (3 UNITS)**

The Summative Evaluation course contains the PA Program summative evaluation process for soon-to-be graduates. There are four elements to this course. All course elements must be completed satisfactorily in order to pass the course and be progressed to graduation. These elements are: 1) an Objective Structured Clinical Examination (OSCE), 2) an oral "board-like" examination, 3) an on-line certification preparation examination, the ePACKRAT, 4) An oral presentation of a clinical, case-based topic.

**PA 607**  
**PRE-CLINICAL PREPARATION (3 UNITS)**

This course will incorporate discipline-specific didactic and skills training during an intensive clinical preparatory period prior to the start of clinical rotations. During the clinical preparation period, instruction will focus on training necessary for the clinical rotation student, including blood borne pathogens, patient privacy and discipline-specific didactic and skills training. Students will be videotaped in a mock clinical encounter. The student will then be required to review and critique their own performance with feedback from faculty proctors.

**PA 608**  
**PHARMACOLOGY I (3 UNITS)**

This is the first in a series of two courses which focuses on pharmacokinetics, pharmacodynamics, and pharmacotherapeutic concepts in the major drug classifications. Problem-solving is emphasized through case studies designed to highlight proper drug selection, interactions, physiological implications, and administration.

**PA 609**  
**PHARMACOLOGY II (3 UNITS)**

The second semester of a two course series which focuses on the clinical application of pharmacotherapeutics, drug interactions and contraindications. Problem solving continues through the introduction of case studies designed to integrate knowledge and application.

**PA 615/615L**  
**PHYSICAL DIAGNOSIS (4 UNITS)**

This course focuses on the skills and knowledge necessary to gather a medical history, perform a complete physical examination, (including special maneuvers), integrate the findings into a diagnosis and, communicate the findings through a number of methods. Competence in examining the pediatric, geriatric, and obstetric patient will be expected in addition to adults. (3 units lecture, 1 unit lab)

**PA 617**  
**INTERPERSONAL/INTERPROFESSIONAL COMMUNICATION (2 UNITS)**

Personal and professional effectiveness training and communication skills building; includes role of the health professional as a team member, patient interviewing skills, patient/provider relationships, cultural diversity, sexuality, values, and coping skills. This course also provides instruction in elicitation of a medical history.

**PA 620**  
**MEDICINE I (4 UNITS)**

This is the first of a two-semester course, divided into systemic units, which focuses on the identification and treatment of medical conditions, syndromes, and diseases encountered in the integumentary, respiratory, cardiovascular, endocrine, gastrointestinal, genitourinary, neurological, musculoskeletal, renal, biliary, and hematopoietic systems. A case-based approach is used to familiarize the physician assistant student with the variety of presentations seen and the treatment options available.

**PA 621**  
**MEDICINE II (4 UNITS)**

This is the second of a two-semester course, divided into systemic units, which focuses on the identification and treatment of medical conditions, syndromes and diseases encountered in the integumentary, respiratory, cardiovascular, endocrine, gastrointestinal, genitourinary, neurological, musculoskeletal, renal, biliary and hematopoietic systems. A case-based approach is used to familiarize the physician assistant student with the variety of presentations seen and the treatment options available.

**PA 622****PEDIATRICS****(3 UNITS)**

This course uses a case-based learning format to aid students in understanding the physical and psycho-social fundamentals of normal growth and development, anticipatory guidance, immunizations and health maintenance. In addition, it focuses on the presentation of major pediatric disorders and conditions, their signs and symptoms, diagnosis, and management.

**PA 623****OBSTETRICS AND GYNECOLOGY****(3 UNITS)**

This course provides the student with an overview of commonly encountered obstetric and gynecologic conditions in women's healthcare. Major topics include pregnancy and prenatal care, menopause, lactation, uterine and breast disorders, the menstrual cycle, its hormonal regulation, and commonly encountered conditions.

**PA 624****GERIATRICS****(2 UNITS)**

This one-semester course is designed to provide the physician assistant student with an understanding of medical problems of the elderly, including the changes commonly associated with aging. In addition, it focuses on the increased opportunity for undesirable drug interactions, multi-organ system failure, limitations in mobility and communication, and other impairments.

**PA 625****THE ROLE OF THE PA IN GENERAL SURGERY****(3 UNITS)**

This one semester course presents the fundamentals of care of surgical patients. It will introduce students to the role of the PA in the surgical environment and surgical patient management. This is a practical, case based course focusing on common general surgery topics and skills needed to succeed in a surgery clinical rotation. Students will draw on the medical knowledge gained throughout didactic training and apply it in various case scenarios and simulated patient encounters. The skill set and knowledge gained will assist the transition from didactic training to becoming a productive part of a surgical inpatient team during clinical rotations. (3 units lecture)

**PA 626****EMERGENCY MEDICINE****(3 UNITS)**

This one-semester course focuses on the identification and diagnosis of the acutely ill or injured patient. Management of conditions commonly encountered in the emergency department will be covered, as will principles of trauma resuscitation.

**PA 627****POLICIES AND SYSTEMS OF US HEALTH CARE****(2 UNITS)**

This course explores issues of health policy with a focus on the provision of care in various delivery systems, reimbursement policies and their effect on patient access, physician assistant practice and the economics of public and private financing.

**PA 628L****DIAGNOSTIC IMAGING****(1 UNIT)**

Techniques of radiologic assessments will be emphasized in this laboratory course. Principles of radiologic examination will be provided with a focus on identifying normal variants and common pathologies in various diagnostic imaging modalities such as X-ray, CT, MRI, and nuclear studies.

**PA 629****CLINICAL SKILLS LAB****(1 UNIT)**

This course is a one semester introduction to basic medical procedures utilized for diagnostic and therapeutic purposes in primary care, surgery, and emergency medicine practices. (1 unit lab)

**PA 630****MEDICAL ETHICS AND PROFESSIONALISM****(2 UNITS)**

This course explores medical ethics and clinical decision making, including the bioethics concepts of autonomy, beneficence/nonmaleficence, and justice. Issues around end of life, disabilities, healthcare disparity and every day ethical decision making are discussed. Professionalism, physician/PA relationships, cultural competency, and health literacy are introduced.

**PA 631****INTERPRETATION OF ELECTROCARDIOGRAMS****(1 UNIT)**

Techniques of electrocardiographic assessments will be emphasized in this laboratory course. Principles of electrocardiographic examination will be provided with a focus on electrophysiology, identifying normal variants and common pathologies on electrocardiography, and diagnosis of cardiac disease.

**PA 646****BEHAVIORAL MEDICINE****(3 UNITS)**

This course is designed to instruct the physician assistant student on the major psychiatric and mental disorders encountered in the outpatient setting. Included in the topics will be depression, anxiety, phobias, substance and eating disorders, somatoform, psychoses, neuroses, and personality disorders.

**PA 660****INTEGRATING SEMINAR I****(1 UNIT)**

This three-semester, small group experience provides the student with the opportunity to apply theory gained from lecture and laboratories to problems and cases designed to integrate knowledge and skills. Three hours of seminar/discussion weekly.

**PA 661****INTEGRATING SEMINAR II****(1 UNIT)**

This second semester of a three-semester series is designed to integrate the knowledge obtained in the previous semesters into evaluation, clinical problem-solving, assessment, and management of commonly-encountered disorders. Three hours of seminar/discussion weekly.

**PA 662**  
**INTEGRATING SEMINAR III (1 UNIT)**

The third semester of a three-semester series is designed to integrate the knowledge obtained in the previous semesters into evaluation, clinical problem-solving, assessment, and management of commonly-encountered disorders. Three hours of seminar/discussion weekly.

**PA 680L**  
**FAMILY MEDICINE CLERKSHIP (2 UNITS)**

A full time internship experience which exposes the student to outpatient family medicine. The student is expected to fully participate in the diagnosis and treatment of the commonly presenting disorders. (2 units clinical lab)

**PA 681L**  
**INTERNAL MEDICINE CLERKSHIP (2 UNITS)**

During this rotation, the student learns to apply basic medical knowledge to the problems and situations encountered on an inpatient service. By collecting history and physical exam information, formulating a complete problem list, participating in daily rounds and in the management of patient problems, the student develops an awareness of the complexity of disease processes and differential diagnosis. (2 units clinical lab)

**PA 682L**  
**GENERAL SURGERY CLERKSHIP (2 UNITS)**

This rotation emphasizes preoperative evaluation and preparatory procedures, assisting at the operating table, and management of patients through the postoperative period to discharge. Surgical clerkships can be completed in a variety of settings, including major academic hospitals, community hospitals and small private practices. (2 units clinical lab)

**PA 683L**  
**PEDIATRIC CLERKSHIP (2 UNITS)**

In this rotation, the student is assigned to either an institutional setting or a community-based pediatric site. Special emphasis is placed on communication skills and relating sensitively to both children and parents. The student gains familiarity with normal growth and development, pediatric preventive medicine, and evaluation and management of common childhood illnesses. (2 units clinical lab)

**PA 684L**  
**GERIATRIC CLERKSHIP (2 UNITS)**

In this rotation, the student is assigned to an institution caring for the geriatric patient. Special emphasis is placed on the identification, and management of common problems in the elderly population. (2 units clinical lab)

**PA 685L**  
**OBSTETRICS AND GYNECOLOGY CLERKSHIP (2 UNITS)**

The student learns about common gynecological problems, pregnancy and prenatal care. The rotation emphasizes clinical experience with abnormal menstruation and bleeding, infections and contraception counseling. (2 units clinical lab)

**PA 686L**  
**EMERGENCY MEDICINE CLERKSHIP (2 UNITS)**

This rotation stresses the evaluation and management of problems of the patient presenting to the emergency department. The student gains experience in the initial evaluation of potential life-threatening conditions and in performing problem-specific examinations and procedures. This rotation takes place in community hospital emergency departments as well as major trauma centers. (2 units clinical lab)

**PA 687L**  
**ELECTIVE CLERKSHIP I (2 UNITS)**

This is the first of two rotations designed to enhance the students' knowledge in a disciplinary area of their choosing. Students may repeat a rotation of particular interest to them or explore a medical or surgical specialty. (2 units clinical lab)

**PA 688L**  
**ELECTIVE CLERKSHIP II (2 UNITS)**

This is the second of two rotations designed to enhance the students' knowledge in a disciplinary area of their choosing. Students may repeat a rotation of particular interest to them or explore a medical or surgical specialty. (2 units clinical lab)

**PA 690**  
**INTRODUCTION TO EVIDENCE BASED PRACTICE (2 UNITS)**

This course introduces students to evidence based medical practice, including the philosophy and principles of scientific methods of inquiry. Topics include library resources, conducting a search for medical literature, interpretation and critical evaluation of medical literature; NIH training modules including IRB training and human subjects research. Students will have the opportunity to evaluate current literature from the medical journals in light of research design and data collection. (2 units lecture)

# PODIATRIC MEDICINE

### HISTORY

The California School of Podiatric Medicine was founded as the California College of Podiatric Medicine in 1914 in San Francisco where it operated as a single-purpose professional school. In 2001, CCPM sold its campus, including the Pacific Coast Hospital facility, and moved to Vallejo. In 2002, CCPM merged with Samuel Merritt University, becoming the California School of Podiatric Medicine within Samuel Merritt University. The merger was completed with the relocation of facilities to the Alta Bates Summit Medical Center campus in Oakland in July, 2002. CSPM is one of nine schools of podiatric medicine in the United States.

### MISSION

The California School of Podiatric Medicine provides education and instills the professional values for podiatric medical students to be effective healthcare practitioners and leaders in the podiatric medical profession. To achieve this mission CSPM commits to creating and sustaining an environment that promulgates an education that is intellectually, socially and personally transformative.

### OVERVIEW AND PHILOSOPHY

Podiatric medicine is a branch of the medical sciences devoted to the prevention, diagnosis and treatment of foot and ankle disorders, diseases, and injuries. Doctors of Podiatric Medicine are highly trained healthcare providers and the only health professionals who exclusively specialize in problems affecting the foot and ankle. They see people



of all ages and are often the first medical specialists to use mechanical, electrical, surgical, and medical means to:

1. Diagnose and treat traumatic injuries such as fractures, sprains, tendon ruptures, stress fractures, and dislocations.
2. Diagnose and treat neurological complaints such as neuroma, neuropathy, nerve entrapment, and pain syndromes.
3. Diagnose and treat musculoskeletal disorders and deformities such as bunions, hammertoes, muscle paralysis, bone tumors, heel spurs, fasciitis, and cysts.
4. Diagnose and treat cutaneous conditions such as ingrown nails, athlete's foot, warts, bacterial infections, malignancy, corns, and calluses.
5. Diagnose and treat complications of circulatory problems such as venous insufficiency, chronic edema, and arterial insufficiency.
6. Diagnose and treat complications of chronic illnesses such as diabetes, rheumatoid arthritis, osteoarthritis, and gout.
7. Diagnose and treat congenital and childhood deformities such as club-foot, metatarsus adductus, flatfeet, polydactyly, and apophysitis.
8. Prescribe custom footwear, orthotics, and bracing.

## CSPM TEACHING PHILOSOPHY

CSPM faculty members are committed to serve as positive role models, who promote excellence in teaching to produce graduates who are well prepared for podiatric residency. Through the CSPM Program Learning Outcomes, faculty members will ensure that each graduating student possesses the attributes that are necessary to meet their individual and collective responsibilities to the profession of podiatric medicine and to society.

## PROGRAM LEARNING OUTCOMES

Prior to graduation, each DPM student must demonstrate, to the satisfaction of the faculty, knowledge and skills reflecting the following Program Learning Outcomes. The knowledge and skills will be attained as a result of the didactic instruction and clinical training received in the courses and clinical rotations and clerkship assignments from year one through year four.

Upon graduation, the student will:

1. Be knowledgeable in the pre-clinical sciences and use this knowledge as a foundation for learning outcomes two through nine.
2. Formulate successful patient management strategies based upon sound diagnostic and assessment skills.
3. Identify and perform clinical practice behaviors that hall-mark professionalism, empathy and ethical decision-making.
4. Collect, interpret and apply the scientific literature to clinical practice.
5. Acknowledge, value, and respect the role of all health-care professionals.
6. Understand healthcare systems and policy.
7. Facilitate the promotion, maintenance, and restoration of health for culturally diverse individuals, groups, families, and communities.
8. Acknowledge professional responsibility through community service, life-long learning, development of the profession and participation in healthcare delivery decision-making.
9. Demonstrate effective verbal, written and technological interactions in communication with patients, families and colleagues and in information retrieval.

## DOCTOR OF PODIATRIC MEDICINE DEGREE

The educational program leading to the Doctor of Podiatric Medicine degree consists of a comprehensive curriculum in the preclinical and clinical sciences. The didactic coursework is completed during the first three years of the program.

Clinical rotations begin at the start of the second academic year in June. During the summer months, second-year students begin to participate in clinical rotations, which cover biomechanics, radiology, general, and primary podiatric medicine. The majority of the third year and the entire fourth year are devoted to clinical rotations at inpatient and outpatient facilities, both in the Bay Area and throughout the United States.

As a requirement for graduation from CSPM, students must satisfactorily complete all of the required courses and clinical rotation assignments, have at least a cumulative grade point average of 2.5, take and pass the 3rd Year Clinical Rotation Practical Examinations, the 3rd Year Objective Structured Clinical Examination (OSCE), and the American Podiatric Medical Licensing Examination (APMLE) Part I examination, and take the APMLE Part II examination.

## GRADUATION REQUIREMENTS

Policy on Taking the Third Year Clinical Rotation Practical Examinations, the Third Year Objective Structured Clinical Examination (OSCE), and the American Podiatric Medical Licensing Examination (APMLE)

As a requirement for graduation from CSPM students are required to satisfactorily complete all of the required courses and clinical rotation assignments, have at least a cumulative grade point average of 2.50, take and pass the 3rd Year Clinical Rotation Practical Examinations, take and pass the 3rd Year OSCE examination, take and pass the American Podiatric Medical Licensing Examination (APMLE) Part I examination.

// Students are required to take Part I of the APMLE exam at the first administration of the test in July following the completion of the second year of study.

- a. Students will be permitted to take the October APMLE Part I examination if they failed to pass the July test. If a student fails the October APMLE Part I exam, they will be allowed to continue their didactic course work, providing that they are otherwise academically eligible to continue on at the University. However, they will be required to drop their remaining third year clinical rotation assignments, once the official results have been received, at the direction of the Associate Dean for Clinical Affairs.
- b. If the student subsequently passes the APMLE Part I examination the following July, and is otherwise academically eligible to continue on at the University, the student will be allowed to complete the remaining third year clinical rotation assignments. If a student fails to pass the APMLE Part I examination on the third attempt, the student will be dismissed from the University.

// All Students are required to take and pass the APMLE Part II—Clinical Skills Patient Encounter (CSPE) examination during the fall semester of the final year, and take the APMLE Part II written exam during the first administration of the test in January of the spring semester of the final year at CSPM/SMU.



## CURRICULUM OVERVIEW

### Podiatric Medicine

#### YEAR I

FALL SEMESTER	UNITS
PM 701 Human Anatomy I	6.0
PM 704 Introduction to Lower Extremity Anatomy	1.0
PM 705 Biochemistry I	3.0
PM 706 Histology	4.0
PM 707 Physiology I	3.0
PM 724 Introduction to Evidence Based Medicine	1.0
PM 732 General Medicine I	3.0
<b>Total</b>	<b>21.0</b>

SPRING SEMESTER	UNITS
PM 703 Medical Genetics	1.0
PM 712 Physiology II	3.0
PM 709 Lower Extremity Anatomy I	3.5
PM 710 Human Anatomy II	3.0
PM 711 Biochemistry II	3.0
PM 725 First Year Clinical Skills Rotation	0.25
PM 752 Introduction to Clinical Medicine	2.0
PM 758 Public Health	1.0
PM 770 Biomechanics I	1.75
<b>Total</b>	<b>18.5</b>

#### YEAR II

Students will begin their second year clinical rotations during the summer between the end of the first year and the start of the fall semester of the second year.

SUMMER SEMESTER	UNITS
PM 714 Medical Microbiology	4.0
PM 716 Pharmacology I	4.0
PM 717 Immunology	3.0
PM 751 Radiology I	1.0
<b>Total</b>	<b>12.0</b>

FALL SEMESTER	UNITS
PM 715 Pathology I	3.0
PM 722 Lower Extremity Anatomy II	3.5
PM 750 Podiatric Medicine I	1.0
PM 771 Biomechanics II	2.0
PM 790 Podiatric Surgery I	2.0
<b>Total</b>	<b>11.5</b>

SPRING SEMESTER	UNITS
PM 718 Pathology II	3.0
PM 719 Pharmacology II	4.0
PM 734 General Medicine II	3.0
PM 744 Clinical Neuroscience and Neurology	6.0
PM 753 Podiatric Medicine II	2.0
PM 754 Radiology II	1.0
PM 791 Podiatric Surgery II	3.0
<b>Total</b>	<b>22.0</b>

#### YEAR II CLINICAL ROTATIONS

Students will complete clinical rotation assignments in the following inpatient, outpatient and specialty clinical facilities.

PM 733 Second Year Medicine Rotation	0.5
PM 735 Second Year Radiology Rotation	0.5
PM 756 Second Year Highland Hospital Rotation	1.0
PM 773 Second Year Biomechanics Workshop	1.0
PM 781 Second Year Simulation Center Rotation	0.5
PM 782 Second Year Clinical Skills Rotation	1.0
PM 788 Second Year Homeless Clinic Rotation	0.5
PM 789 Second Year Laguna Honda Hospital Rotation	0.5
<b>Total</b>	<b>5.5</b>

#### YEAR III

FALL SEMESTER	UNITS
PM 736 Dermatology I	1.5
PM 738 General Medicine III	3.0
PM 755 Jurisprudence	1.0
PM 772 Biomechanics III	2.0
PM 792 Pod Surgery III	2.0
<b>Total</b>	<b>9.5</b>

SPRING SEMESTER	UNITS
PM 737 Pediatrics	2.0
PM 739 Dermatology II	1.5
PM 743 General Medicine IV	2.0
PM 793 Podiatric Trauma	2.0
<b>Total</b>	<b>7.5</b>

#### YEAR III CLINICAL ROTATIONS

Third-year students will complete the following clinical rotation assignments at affiliated Bay Area medical centers, outpatient facilities, and community practice clerkships.

PM 741 Third Year Medicine	3.0
PM 759 Third Year Diabetic Wound Care Rotation	4.0
PM 760 Third Year Highland Hospital Rotation	2.5
PM 761 Third Year Private Office Clerkship	2.0
PM 762 Third Year Radiology Rotation	1.0
PM 764 Third Year Highland Rotation—Mondays	0.5
PM 794 Third Year Biomechanics and Sports Medicine Rotation	2.0
PM 796 Third Year Surgery Rotation	7.5
<b>Total</b>	<b>22.5</b>

## YEAR IV CLINICAL ROTATIONS

In the fourth year, students have the opportunity to base their clinical training at one of several affiliated medical centers as specified below. Students receive four units of credit for each month they complete a rotation or clerkship assignment. A minimum of 48 units of credit is required to complete the twelve-month fourth year curriculum.

PM 799-1	Albuquerque, New Mexico Core	48
PM 799-2	Arizona Core	48
PM 799-3	CSPM Core	48
PM 799-4	Tacoma, Washington Core	48
PM 799-5	Los Angeles Core	48
PM 799-6	Puget Sound, Washington Core	48
PM 799-7	Salt Lake City, Utah Core	48

## COURSE DESCRIPTIONS

### PRECLINICAL SCIENCES

#### PM 701/PM 710 HUMAN ANATOMY I & II (9 UNITS)

These courses, offered over two semesters, provide an opportunity for students to learn human gross and developmental anatomy. The human body will be the key source of information, and dissection and observation of the gross structure of the human cadaver will be an important activity. Lectures on the development of the various body systems will be closely correlated with the gross dissection of these systems (see Human Anatomy below) allowing students to gain an understanding of common congenital anomalies and how the adult form develops.

Lectures, conferences, demonstrations and textbook assignments will be used to present anatomical information that has both practical and clinical importance and to supplement and reinforce the knowledge gained through dissection. The study of the human body is approached by regions and includes the upper extremity, thorax, abdomen, pelvis-perineum, back, head and neck. Course content emphasizes the relationship of structures to one another, the importance of these relationships for normal function, and their clinical relevance.

#### PM 703 MEDICAL GENETICS (1 UNIT)

This one unit course will emphasize medical genetics and genetic diseases. Gene expression influences all aspects of a person's health. As our understanding of the human genome increases, the use of genetic information for diagnosis, prevention and treatment of diseases is becoming an important tool in clinical medicine.

The topics to be covered in the one unit course include: genome organization and gene regulation, genetic variation, population genetics and inheritance, cytogenetics and molecular genetics, biochemical genetics and cancer genetics and specific genetic diseases that relate to each of these topics.

#### PM 704 INTRODUCTION TO LOWER EXTREMITY ANATOMY (1 UNIT)

This introductory course will focus on the foot and ankle to assist in preparing students for their clinical courses and core courses in lower limb anatomy offered in the first and second years. This course will cover surface anatomy of the foot and ankle, as well as, three dimensional relationships of tendons, nerves and vessels that cross the ankle and terminate in the foot. Teaching will consist of PowerPoint slides, models, use of the Anatomage™ Table, and the students own feet and ankles.

#### PM 705/PM 711 BIOCHEMISTRY I & II (6 UNITS)

A two course sequence, Biochemistry encompasses the general principles of human biochemistry. Focusing on the chemical process which occurs in all living systems, biochemistry provides the necessary biochemical knowledge for those in the medical profession. The course adopts a "whole-body" approach to the study of modern biochemistry and takes into account the rapidly expanding corpus of knowledge in this area.

Emphasis is on the normal metabolic activities of living cells and their relation to selected disease states. An introduction to several biochemical techniques (experimental and practical) employed in the diagnosis and treatment of disease is provided. Upon completion of the course, students are expected to apply biochemical principles to describe and treat metabolic disorders based on clinical findings.

#### PM 706 HISTOLOGY (4 UNITS)

Histology includes lectures, small group work, and case studies. The course presents normal histology and correlates physiological function with cellular structure and tissue organization. Basic elements of cell biology and systems physiology are correlated with the microscopic and ultra-structural anatomy of specific cells, tissues and organs.

Ultimately, histology prepares the student to apply knowledge of normal structure to disease processes and pathological conditions that are either structure or function and to understand the sub-cellular structures involved in pharmacological processes. Lectures and small group work use diagrams and micrographs of sectioned material of healthy normal cells, tissues, and organs of the body. Functional aspects of the structures are stressed in lecture. Small group work emphasis is on identification of sectioned material at the light microscope level, with some incorporation of specialized cellular components at the ultra-structural level. This course enables students to visualize normal microscopic structure and function when confronted with pathological conditions.

**PM 709****LOWER EXTREMITY ANATOMY I (3.5 UNITS)**

This course presents detailed osteology and arthrology of the lower extremity, involving both lecture and laboratory sessions. Lecture material is supplemented with learner centered activities, including case method teaching and simulation. The laboratory portion emphasizes detailed examination of osteological features of the lower limb including cross-sections and radiographs. Upon successful completion of Lower Extremity Anatomy I, the student is prepared to advance to Lower Extremity Anatomy II.

**PM 722****LOWER EXTREMITY ANATOMY II (3.5 UNITS)**

Continuing where Lower Extremity Anatomy I ends, this course presents the soft tissue anatomy (myology, neurology, and angiology) of the lower extremity, involving both lecture and laboratory sessions. Lecture material is supplemented with learner centered activities, including case method teaching and simulation. The laboratory portion emphasizes detailed donor body dissection, but also includes demonstration of prosected specimens, three-dimensional models, radiographs, cross-sections, and other special preparations of the lower limb.

A small number of students are assigned to each cadaver so that each student can gain experience in the use of instruments and in dissection technique. Upon successful completion of Lower Extremity Anatomy II, the student is prepared to advance to studies in podiatric medicine and surgery, equipped with the necessary morphological knowledge of the lower limb. Prerequisite: PM 709.

**PM 707/PM 712****PHYSIOLOGY I & II (6 UNITS)**

Present day podiatric medical practice depends on a broad knowledge of physiological systems and mechanisms. The physiology course provides a solid foundation in human physiology in preparation for subsequent clinical training and prepares students for assessing pathophysiology as it arises in podiatric medicine.

Basic physiological concepts such as homeostasis, membrane transport and membrane potential are addressed and these concepts are applied to each of the major physiological systems. The two physiology courses combine several approaches to explore physiology, including power point lecture presentations and animations of physiological mechanisms.

**PM 714/PM 717****MEDICAL MICROBIOLOGY AND IMMUNOLOGY (7 UNITS)**

Medical Microbiology and Immunology is the study of host-parasite relationships, with particular emphasis on humans as the host, and on the parasites that cause infections and diseases in humans. These two second year summer semester courses are divided into six general subject areas: general bacteriology, medical mycology, medical virology, medical parasitology, and immunology.

Students are required to perform laboratory exercises as part of the Medical Microbiology course. The laboratory exercises emphasize basic laboratory techniques used for the isolation and identification of the most common bacteria and fungi encountered in podiatric practice. After completion of these two courses, the student will be able to identify the normal microbial flora of the human body and to recognize true pathogens, opportunistic pathogens, and non-pathogens. The student will also be able to identify the different immune processes used by healthy humans to prevent infections by pathogens.

**PM 715/PM 718****PATHOLOGY I & II (6 UNITS)**

Pathology is the study of the structural and functional changes in tissues and organs of the body as a result of disease. This two-semester lecture course begins with the fundamental concepts of pathology including topics such as reaction to injury, regeneration, repair mechanisms, inflammation and neoplasia.

Following this introductory material, a systematic approach to each organ system is adopted that covers both neoplastic and non-neoplastic disorders. Special emphasis is given to the diseases of the musculoskeletal system. This basis is then expanded to investigation of diseases of each organ system with emphasis on pathology of the lower leg and foot.

**PM 716/PM 719****PHARMACOLOGY I & II (8 UNITS)**

Pharmacology I is the study of drugs, how they work, and how they affect the human body. The course is taught over two semesters and is presented as a systematic investigation into pharmacological agents used in medicine based on drug group classification. During the summer semester, the course centers on a variety of basic pharmacological principles, as well as the study of certain therapeutic drug classes.

Basic principles include: drug agonism and antagonism, drug-receptor bonds, pharmacokinetics and pharmacodynamics. Topics for the spring semester include antimicrobials, drugs affecting endocrine function, gastrointestinal agents, respiratory agents, botanicals, drugs affecting joint and connective tissue, hematopoietic agents, and neoplastic agents.

For all of the drugs learned, students are expected to recognize the agent's primary mechanism of action, potential for drug-drug or drug-disease interactions, major side effects, and use in a clinical setting. Clinical pharmacists who specialize in the topic area on which they lecture primarily teach the course. Lectures draw from personal experience, and often relay patient vignettes to students, based on actual clinical cases. This allows students to learn both the pharmacology of the agents as well as how they are used in clinical practice. Special emphasis is given to those agents, which are widely used in the practice of podiatric medicine.

**PM 724****INTRODUCTION TO EVIDENCE-BASED MEDICINE (1 UNIT)**

An introduction to Evidence Based Medicine (EBM) and the use of the medial literature in order to find the best available evidence to answer clinical questions.

## CLINICAL SCIENCES

### PM 725

#### FIRST YEAR CLINICAL SKILLS ROTATION (25 UNIT)

This first year rotation introduces students to the clinical experiences in the podiatric medicine program. The clinical experience knowledge and skills will include patient interview, case presentation, charting, injection, and cultural competence/patient equity and inclusion.

### PM 732/PM 734/PM 738/PM 743

#### GENERAL MEDICINE I, II, III, & IV (11 UNITS)

The didactic medicine curriculum is four semesters, starting with cardiovascular medicine in the fall of the first year, followed by dermatology, neurology and principles of internal medicine. The medicine curriculum includes physiology, physical diagnosis, emergency medicine and medical ethics. Upon completion of the general medicine curriculum, students will have a thorough understanding of the diagnosis and management of medical illness.

### PM 744

#### CLINICAL NEUROSCIENCE AND NEUROLOGY (6 UNITS)

This medical neuroscience and neurology course is designed to provide a thorough understanding of the human nervous system. This course will cover topic areas which include neuroanatomy, neurohistology, neurophysiology, neurochemistry, neuroembryology, sensory systems and pathways, motor systems and pathways, clinical identification of specific neurological disorders and diseases, neuroanatomical identification of nervous system lesions, and neurological diseases and their clinical implications.

### PM 750

#### PODIATRIC MEDICINE I (1 UNIT)

This introductory podiatric medicine course focuses on the common clinical foot conditions that are treated by practicing podiatric physicians. The course covers the etiology, diagnosis, and treatment of common clinical pathology, including hyperkeratosis, intermetatarsal neuroma, gout, plantar fasciitis, verrucae, onychomycosis, and cold injury.

### PM 753

#### PODIATRIC MEDICINE II (2 UNITS)

This course focuses on diabetic wounds and peripheral arterial disease, two conditions that are abundant in any podiatric practice. Topics covered include wound pathogenesis, diagnosis, classification and management as well as several lectures on the diagnosis and management of peripheral arterial disease.

### PM 752

#### INTRODUCTION TO CLINICAL MEDICINE (2 UNITS)

Taught in the spring of the first year, Introduction to Clinical Medicine is designed to help students with the transition from learning in a classroom to learning in a clinical setting. This course covers introductory techniques in obtaining a

patient history, formulating a diagnosis, learning to present patients, and performing fundamental podiatric treatment. By the end of this course, students should be better prepared to start second year clinical rotations.

### PM 751

#### RADIOLOGY I (1 UNIT)

This second year summer semester course introduces students to the principles of radiography, with an emphasis on radiation safety, technique and the material required to pass the California radiological licensing examination (which is typically taken upon completion of your residency). Radiology I also introduces advanced imaging modalities such as MRI, CT and diagnostic ultrasound. Upon successful completion of Radiology I, students will be better prepared for Radiology II and for clinical radiology rotations.

### PM 754

#### RADIOLOGY II (1 UNIT)

In this second year spring semester course, students will learn to recognize key radiographic findings and link those findings to diseases that affect the lower extremity. Upon completing Radiology II, students will be better prepared to interpret foot and ankle radiographs during clinical rotations.

### PM 736/PM 739

#### DERMATOLOGY I & II (3 UNITS)

This two-semester course provides an integrated approach to dermatologic diagnosis and therapy. Particular emphasis is given to history-taking pertinent to the patient with a dermatological problem, techniques of physical examination, and relevant diagnostic laboratory procedures. The courses are designed to teach an effective biomedical and clinical approach to patients with dermatological disease throughout the body, including the lower extremities.

### PM 737

#### PEDIATRICS (2 UNITS)

This one-semester third year course introduces students to clinical pediatrics. The course discusses issues of the history and physical relevant to the pediatric patient and includes lectures on child development, pediatric orthopedics, pediatric infections and pediatric oncology.

### PM 755

#### JURISPRUDENCE (1 UNIT)

This third year course is taught by the attorney for the California Podiatric Medical Association. The course exposes students to the legal aspects of the podiatric medical profession.

### PM 758

#### PUBLIC HEALTH (1 UNIT)

This course is dedicated to public health and exposes students to epidemiology and medical statistics. In addition, research design and interpretation are emphasized.

**PM 770****BIOMECHANICS I****(1.75 UNITS)**

A first year second semester series of lectures and demonstrations designed to provide a basic understanding of the terminology and concepts of mechanical function of the lower extremity as well as normal development and dysfunction of the musculoskeletal system. An educational model of the foot will be defined creating a standard, which does not exist in nature, but can be used as a reference to quantify function and structure.

**PM 771****BIOMECHANICS II****(2 UNITS)**

A series of lectures designed to aid students in the application of the concepts taught in Biomechanics I. Specific foot types, as well as some of the more common pathologies are addressed. Topics include the pediatric foot, normal growth and pathology. The biomechanical evaluation, gait analysis and orthotic principles, construction and design will be included to correlate with the skills workshop. Emphasis is placed on identifying foot abnormalities, pathologies and dysfunction.

**PM 772****BIOMECHANICS III****(2 UNITS)**

A series of lectures designed to aid third-year students in applying the concepts and principles of lower extremity biomechanics to treatment modalities. Specific foot types and pathologies that were identified in Biomechanics I and II will be reviewed with emphasis on treatment. Concepts related to the mechanism of pathology will be presented specifically relating to the podiatric patient, gait disturbances, orthotic prescription writing and shoe therapy.

**PM 790****PODIATRIC SURGERY I****(2 UNITS)**

Podiatric Surgery I is an introductory course offered in the fall semester of the second year, which provides lectures on surgical principles, fixation techniques, evaluation and surgical management of infections, nail pathology and soft tissue lesions, laboratories, suturing and other skills. Upon completion of the course the student will be able to apply surgical principles in the diagnosis and treatment of infections, nail and soft tissue pathology as well as being familiar with the various types of fixation techniques.

**PM 791****PODIATRIC SURGERY II****(3 UNITS)**

This course introduces second year podiatric medical students to the pathomechanics and surgical treatment for digital, lesser metatarsal, and 1st ray pathology. Students also receive workshops on fabrication and use of preoperative templates. At the conclusion of this course, students will have a basic understanding of how to evaluate and manage common forefoot pathologies.

**PM 792****PODIATRIC SURGERY III****(2 UNITS)**

Building upon the surgical principles presented in Podiatric Surgery I and II, this advanced surgery course instructs students in reconstructive surgical techniques and procedures of the rearfoot and ankle. The course includes discussion of the underlying causes of rearfoot and the ankle pathology as well as the surgical approaches used to manage these conditions.

**PM 793****PODIATRIC TRAUMA****(2 UNITS)**

This surgery course instructs students in the medical and surgical management of the patient who has suffered lower extremity trauma. Students are first instructed on the basic principles of trauma management followed by instruction on applying these principles to specific foot and ankle injuries. Although the instruction describes both direct and indirect trauma, the emphasis is on indirect trauma, which represents the majority of lower extremity injuries. The majority of trauma situations of the lower extremity are the result of indirect mechanisms, and it is the understanding of these mechanisms that are tantamount to the successful treatment of these injuries.

The course presentations are in Powerpoint with intraoperative photographic slides that illustrate the actual surgeries and compare the preoperative and postoperative clinical and radiographic appearance of the foot and ankle. Upon completion of the four podiatric surgery courses, students will have the necessary didactic knowledge to begin their residency training.

**CLINICAL ROTATIONS DESCRIPTIONS****PM 756****SECOND YEAR HIGHLAND HOSPITAL ROTATION****(1 UNIT)**

This one-month second-year rotation provides an opportunity for students to evaluate and treat a variety of patients and pathologies in a busy urban podiatric medicine clinic. In addition to performing palliative care, students will participate in wound care, trauma, and sports medicine.

**PM 764****THIRD YEAR HIGHLAND ROTATION—MONDAYS****(0.5 UNITS)**

This rotation supplements the two-month third year Highland rotation, providing you with additional time in a busy county clinic. This rotation may be taken before or after the two-month rotation. Patient pathology that you will see in this outpatient clinic typically includes neuropathic ulceration, lower extremity musculoskeletal problems, trauma, foot deformity and you will also provide general podiatric care.



**PM 789****SECOND YEAR LAGUNA HONDA HOSPITAL ROTATION (0.5 UNITS)**

This one-month rotation for second year students meets for 8 hours each week. At Laguna Honda Hospital, one of the nation's largest municipally operated nursing facilities, students gain familiarity with the diseases and conditions commonly seen in a geriatric population. Students learn to diagnose and treat foot problems while improving their foot care skills.

**PM 788****SECOND YEAR HOMELESS CLINIC ROTATION (0.5 UNITS)**

Second year students participate in this one-month Homeless Clinic rotation, which provides podiatric medical care at several clinics for homeless residents of San Francisco. This rotation, which is done in collaboration with the City and County of San Francisco, gives students an opportunity to evaluate patients and render podiatric medical services to individuals who do not have access to foot care. The Homeless Clinics operate two evenings per week. First year students also have an opportunity to visit these clinics to observe as well as participate in patient care.

**PM 782****SECOND YEAR CLINICAL SKILLS ROTATION (1 UNIT)**

This second year clinical skills rotation is a four week rotation that uses a variety of learning techniques from a multi-disciplinary faculty in a small group setting. Each week students will learn different clinical skills, which will help solidify fundamental patient evaluation skills. Students will develop an increased level of awareness of medical ethics, medical errors and communication with patients of different ethnicities and cultural backgrounds. During the rotation, students will also gain basic expertise in suturing, interpretation of clinical labs, EKGs, and chest films.

**PM 735****SECOND YEAR RADIOLOGY ROTATION (0.5 UNITS)**

In this two-month rotation, students spend four hours each week in a small group setting interpreting normal plain film radiographs and normal MRI studies of the foot and ankle under the direct supervision of an attending podiatrist. Upon completion of this rotation, students will be prepared to begin their third-year radiology rotation (DPM-762)

**PM 781****SECOND YEAR SIMULATION CENTER ROTATION (0.5 UNITS)**

The second year Simulation Center Rotation, taught within the Health Sciences Simulation Center (HSSC) facility, is a 4 week course that uses a variety of simulation-based learning techniques in a small group setting. Topics covered include patient evaluation, medical emergencies, operating room protocol, and interdisciplinary collaboration. By the end of this rotation students should have increased confidence working in an operating room environment, increased confidence interacting with patients and other healthcare professionals and should have more confidence when starting their third-year clinical rotations.

**PM 733****SECOND YEAR MEDICINE ROTATION (0.5 UNITS)**

This rotation is designed to prepare podiatric medical students for general medicine and emergency medicine clinics. Students are taught how to perform a complete history and physical. This rotation takes place in a state of the art physical diagnosis laboratory. After completion of this rotation, students are able to perform a full history and physical exam and develop a differential diagnosis.

**PM 773****SECOND YEAR BIOMECHANICS WORKSHOP (1 UNIT)**

A series of seven 8-hour workshops and demonstrations designed to develop necessary skills that will allow students to apply the concepts of lower extremity biomechanics to orthotic therapy. Students will perform arthrometric examinations, under faculty supervision, as well as participate in gait evaluations. Students will be required to develop the skills necessary to take an accurate non-weight bearing and semi-weight bearing negative cast. Included in this course are two sessions at a professional orthotic laboratory where the student will participate in the various stages of production of their own functional orthotic. Included are workshops on orthotic prescription writing, orthotic evaluation and orthotic troubleshooting.

**GENED 748****NEUROMECHANICAL BASES OF POSTURE, BALANCE, AND GAIT (2 UNITS)**

Students in this course will investigate the neurological, biomechanical, and motor control aspects of three fundamental human movement skills: posture, balance, and gait. Emphasis will be placed on understanding how sensorimotor integration occurs in healthy individuals during these tasks, and how dysfunctions typically manifest themselves. Students will spend the majority of class time in hands-on sessions in the Motion Analysis Research Center working in interdisciplinary teams to learn how to apply research tools and techniques to answer clinical questions related to posture, balance, and gait. In addition, students will be encouraged to explore ways to translate what they learn in this course to real-life, clinic-based situations. Prerequisites: PM 770

**PM 760****THIRD-YEAR HIGHLAND GENERAL HOSPITAL ROTATION (2.5 UNITS)**

This two-month third-year rotation provides an advanced opportunity for students to evaluate and treat a variety of patients and pathologies in a busy urban podiatric medicine clinic. During this rotation, students will also spend two half-days each week in the third-year radiology rotation (PM-762).

**PM 762****THIRD YEAR RADIOLOGY ROTATION (1 UNIT)**

During this two-month, small-group rotation, students will become more proficient at reading, identifying, and interpreting foot and ankle pathology on plain film radiographs, MRIs, CT scans and diagnostic ultrasound images.



**PM 794****THIRD YEAR BIOMECHANICS AND SPORTS MEDICINE ROTATION****(2 UNITS)**

This one-month, third year clinical rotation focuses on treating patients with lower extremity pathology that is mechanical in origin. The overall goal is to improve student proficiency in gait analysis, musculoskeletal evaluation of the foot and ankle and treatment using orthotic devices. In addition this rotation is designed to capture the excitement and challenges presented in treating sports medicine related injuries. Emphasis will be placed on clinical recognition, detection, and conservative treatment so that the athlete can safely return to their sport as soon as possible. Upon completion of this rotation, students will be better prepared for their 4th year clerkships.

**PM 759****THIRD YEAR DIABETIC WOUND CARE ROTATION (4 UNITS)**

Presented as a two-month rotation in the third year, students will see patients in several wound care clinical settings. Students learn and use the most appropriate and up-to-date evaluation and treatment modalities for a patient population at high risk for amputation. There is an emphasis on student initiative in increasing their knowledge base by outside readings, journal club, and student representation.

**PM 741****THIRD YEAR MEDICINE ROTATION****(3 UNITS)**

The third year Medicine rotation, taught within the Health Sciences Simulation Center (HSSC) facility, is a 4 week course (16 sessions) that uses a variety of simulation-based learning techniques in a small group setting. Each session covers different clinical scenarios, which use simulated patients (both actors and mannequins) followed by small-group debriefing. Task simulators are also used to gain proficiency in fundamental medical procedures.

**PM 761****THIRD YEAR PRIVATE OFFICE CLERKSHIP****(2 UNITS)**

During this one-month assignment students experience the full scope of a private office, i.e. palliation, biomechanics, office surgery and hospital surgery. Students also gain an understanding of patient flow in a private office and the importance of good relationships between a private practitioner and patients. The private office clerkship helps students appreciate the complexities of the business operations of a private practice.

**PM 796****THIRD YEAR SURGERY ROTATION****(7.5 UNITS)**

This three month 3rd year student rotation is held at St. Mary's Medical Center in San Francisco. During the 3 months students function in the operating room scrubbing on podiatric, vascular and general surgery cases as well as working with residents and faculty in the management of patients on an outpatient and inpatient basis. When not in the operating room, the students will function in a private office setting learning how to properly evaluate patients preoperatively and postoperatively as well as providing regular podiatric care.

**PM 799****(48 UNITS)**

During the fourth year, students have the opportunity to base their clinical training at one of several affiliated medical centers. These include: CSPM Core, VA Albuquerque Medical Center, Arizona Maricopa Medical Center, VA Salt Lake City Utah Medical Center, VA Tacoma/Madigan Army Hospital, VA Puget Sound Medical Center, and Long Beach Memorial Medical Center. Students receive 4 units of credit for each month they complete a rotation or clerkship assignment. A minimum of 48 units of credit is required to complete the twelve-month fourth year curriculum.

# INTERPROFESSIONAL EDUCATION

## INTERPROFESSIONAL EDUCATION

Interprofessional education (IPE) is defined as occasions when students from two or more professions learn with, from, and about each other to improve collaborative practice and the outcomes of health care. The goal is to develop health care practitioners who effectively engage in interprofessional collaborative practice to deliver safe, high quality, accessible, patient-centered care from the moment they enter healthcare practice.

IPE is a University-wide effort involving faculty, staff and students from all of the University's academic programs.

Our vision for IPE at SMU is to create "Graduates who bring to life an inclusive, respectful and collaborative approach to person-centered care." Our IPE mission is to "Provide a learning environment in which interprofessional teaching, practice, service, and research experiences are integrated and valued as key components in the preparation of health science graduates to become engaged and productive healthcare team members."

During the 2017-2018 academic year, there will be three main categories of Interprofessional Education at Samuel Merritt University (see below). The 2017-2018 academic year will also see the pilot of SMU's new "IPE Passport" system which will help faculty and students develop, offer and track various IPE experiences. For information about the passport or any of the IPE experiences described below, please contact Assistant Academic Vice President Dr. Michael Negrete at [mnegrete@samuelmerritt.edu](mailto:mnegrete@samuelmerritt.edu).

### IPE ELECTIVE

#### IPE 100 (UNDERGRADUATE)

#### IPE 600 (MASTER'S), IPE 700 (DOCTORAL)

#### INTERPROFESSIONAL TEAM PRACTICE

#### FOR ERROR MANAGEMENT

(2 UNITS)

In this course, various instructional modalities including simulation- and problem-based learning will be used to demonstrate how an interprofessional team of healthcare practitioners can effectively address errors that occur in clinical practice. Students will learn effective interprofessional



team communication, how errors occur, how they can be prevented, and how their impact on patients/clients, family caregivers, and healthcare practitioners can be mitigated.

*Notes: This pass/fail course is an optional elective course in all academic programs and will only be offered in the fall. The credits earned do not contribute to meeting the degree requirements in any academic program.*

*Student eligibility to enroll is determined by the academic program Chair or Director.*

*Students from other universities will participate in all aspects of the course, and may include medical students from UC San Francisco, psychology students from JFK University, and social work students from UC Berkeley and San Francisco State University.*

## IPE INTEGRATED IN EXISTING COURSES

Several academic programs are integrating interprofessional learning experiences in required courses in the curriculum for those programs. These learning experiences are focused on patient safety and communication among members of the interprofessional team. Students who are enrolled in the courses that are part of this program will be oriented to the program in that course. The student learning outcomes related to IPE for these courses are:

1. Students will apply best practices related to adverse event or sentinel event identification, analysis, reporting, and follow-through.
2. Students will demonstrate the ability to effectively communicate as a member of an interprofessional team to address a specific problem with patient safety.
3. Students will be able to identify their strengths and weaknesses during an interprofessional team approach to adverse events or sentinel events, including interprofessional communication, and develop a plan for improvement.
4. Students will exhibit a patient-centered approach to care throughout the experience of addressing patient safety, including a perspective on the patients' and their care-givers' values, culture and beliefs.

Courses by Program and Content for IPE on Patient Safety and Interprofessional Communication

	ELMSN Pre-licensure	MPA	MOT	DPT
PATIENT SAFETY				
Course	NURSG 500	PA 660	OCCTH 611/ OCCTH 711	PHYTH 710
COMMUNICATION				
Course	NURSG 560/ NURSG 594L	PA 617	OCCTH 617/ OCCTH 717	PHYTH 743
SIMULATION				
Course	NURSG 546L	PA 660	OCCTH 617/ OCCTH 717	PHYTH 743

There are other courses that offer interprofessional learning experiences as part of that course. For example, BSN and PA students participate in a simulation experience in the Health Sciences Simulation Center during MPA 629.

## IPE CO-CURRICULAR ACTIVITIES

### Interprofessional Student Hotspotting Project

In this no-fee, non-credit bearing experience, teams of 4-6 students from at least 3 different professions come together for a 6-month period to learn the importance of interprofessional collaboration in providing care, and to gain real life experience delivering whole person, patient-centered care to patients with complex health and social needs.

Teams accomplish this by working with partner provider organizations to identify and recruit eligible patients. Once recruited, students on the team "shadow" the patients to gain an in-depth understanding of how a complex patient experiences their illnesses and ability/inability to navigate the healthcare system. The students' role in this process is to learn from patients through accompaniment and observation. Through meeting with patients at their homes and accompanying them in the community, students will develop a relationship that can act as a source of support and encouragement, but they will not take action to intervene in a patient's care.

### Annual Holistic Health Fair at Allen Temple Baptist Church

Every year, close to 100 SMU volunteers representing every academic program come together to learn from, with and about each other and the underserved population of East Oakland. Through collaboration and teamwork, students and faculty provide a host of screening, education and referral services to vulnerable populations experiencing significant health disparities. The next event in August 2018 will be Allen Temple's 41st annual holistic health fair.

### Institute for Healthcare Improvement (IHI) Open School Chapter

The Institute for Healthcare Improvement (IHI) Open School Chapter at Samuel Merritt University is a face-to-face, interprofessional group that brings students from all of the University's programs together through a shared interest in learning about quality improvement and improving care for patients. The Chapter offers a forum for like-minded students to interact and help each other gain skills to improve care.

The IHI Open School Chapter provides opportunities for students to learn, network with peers, connect with faculty who have similar interests, get involved with community service, and accomplish scholarly activities such as publishing and presenting work.

[www.ihl.org/education/ihlopenschool/Chapters/Pages/default.aspx](http://www.ihl.org/education/ihlopenschool/Chapters/Pages/default.aspx)

Contact Dr. Michael Negrete ([mnegrete@samuelmerritt.edu](mailto:mnegrete@samuelmerritt.edu)) for more information.

# ADMISSION POLICIES

## PREFERRED APPLICATION DATES

Program	Preferred Application Date
Bachelor of Science in Nursing (BSN) (Transfer)*	July 1 for spring March 1 for fall
Accelerated Bachelor of Science in Nursing (ABSN)*	December 1 for an April start (San Mateo) December 1 for a May start (Oakland) December 1 for a June start (San Mateo) April 1 for a November start (San Mateo) July 1 for a January start (Sacramento) July 1 for a January start (San Mateo)
RN to BSN	July 1 for a fall start November 1 for a spring start March 1 for a summer start
Entry-Level Master of Science in Nursing (ELMSN)*	December 1 for a fall start (Oakland) July 1 for a spring start (Sacramento)
MSN-CRNA*	November 1 for a fall start
MSN-FNP*	January 1 for a summer start (Oakland) January 1 for a fall start (Sacramento)
MSN-Case Management*	January 1 for fall August 1 for spring January 1 for summer
Doctor of Occupational Therapy*	October 1 for a fall start
Master Physician Assistant	October 1 for a fall start
Doctor of Nursing Practice*	Rolling
Doctor of Physical Therapy	October 1 for a fall start
Doctor of Podiatric Medicine*	The application filing period extends from the first week of August through June 30 for the next fall entering class. Applications received before April 1 will receive priority consideration.

*\*Deadlines are subject to change. It is possible that applications will be accepted after the preferred application date on a space available basis. Please check with the Office of Admission.*

## GENERAL INFORMATION

Samuel Merritt University welcomes applications from those who are likely to benefit from its rigorous academic programs and who seek an environment which is conducive to intellectual, professional, and personal development. In particular, the University seeks students of diverse backgrounds who have the potential to become competent, compassionate, and contributing healthcare professionals. Admission decisions are made on the basis of an assessment of the student's previous academic record and personal achievements, national test scores (if applicable), letters of recommendation, personal essays, interviews (if applicable), and the likelihood of success in the academic program.

Admission decisions issued by the University are final.

## SPECIAL STATUS

It is possible for students not seeking a degree from Samuel Merritt University to take a class as a Special Status Student. A brief application is available online and should be submitted to the Office of Admission along with a non-refundable application fee. Enrollment is subject to class availability and this information generally is not available until just before the start of the term. If the course involves a clinical assignment, there may be some special requirements such as a criminal background check (See "Background Check Policy", page 146), health insurance, immunization records, and a physical examination.

## COMPUTER REQUIREMENTS AND COMPUTER LITERACY

Samuel Merritt University faculty and staff routinely distribute important and official documents via computer. All undergraduate and graduate students are expected to have basic computer word processing skills before enrollment. In addition, courses use the web-based Canvas program for enhancing or delivering course content. Thus, all students, upon admission, must have access to a personal computer that meets the University standard for software and electronic communication, and have basic computer skills before enrollment. The list of University standards for hardware and software is available on the website.

## CRIMINAL BACKGROUND CHECK

A criminal background check is required of all incoming students (see "Background Check", page 142). Information on the background checks is sent to accepted students in the admission acceptance packet. The cost of the background check is the responsibility of the incoming student.

## DRUG SCREEN

A drug screen may be required of incoming students. Refer to Drug Screen Policy, Page 142. Information on the drug screen is sent to incoming students in the admission acceptance packet when a drug screen is required. The cost of the drug screen is the responsibility of the incoming student.

## RECEIPT OF OFFICIAL TRANSCRIPTS

All accepted and deposited students are responsible for submitting official transcripts from all previous colleges/universities attended in the time frame requested by the Office of Admission. Failure to do so will result in an admission hold which will preclude future course registration. The academic department may also be notified of failure to comply and class attendance may be restricted. It is the responsibility of the student to make sure all official transcripts are received by the Office of Admission.

## INTERNATIONAL STUDENTS

This school is authorized under Federal law to enroll nonimmigrant students. International students may enroll on the Oakland campus only.

## INTERNATIONAL TRANSCRIPTS

All international academic transcripts must be evaluated by a US evaluation service that is a member of the National Association of Credential Evaluations Services (NACES) for degree, course content, semester unit equivalencies, and science and cumulative GPAs prior to the application deadline. Information on NACES may be found at [www.naces.org](http://www.naces.org).

For those applying to the MPA program, see special requirements.

## FINANCIAL ASSISTANCE—INTERNATIONAL STUDENTS

There is no financial aid available for international students and a certification of finances verifying the ability to provide for the costs associated with the chosen course of study must be provided by all accepted applicants.

## ADVISING—INTERNATIONAL STUDENTS

Samuel Merritt University does not maintain an international Student Advisor/Office, and while we are willing to work together with international students with questions related to studying in the United States, there are limitations to both our knowledge and our ability to be of assistance.

## REQUIRED STANDARDIZED TESTS

At this time, no standardized tests are required of applicants to the Master Physician Assistant, Master of Occupational Therapy, or Doctor of Nursing Practice programs.

## HESI ADMISSION ASSESSMENT (A2)

The HESI A2 is required of all applicants to the BSN, ABSN, and ELMSN programs. The A2 is used in the admission decision process and must be taken before the deadline of the program for which you are applying and the results must be available at the time of application submission. The A2 may only be taken twice and the highest scores will be considered during the admission review.



### GRADUATE RECORD EXAMINATION (GRE)

The Graduate Record Examination (GRE) is required of applicants to the Doctor of Physical Therapy (DPT) and Master of Science in Nursing-CRNA programs. For both programs, the GRE is used in the admission decision process and must be taken before the application deadline and the results must be available at the time of application review.

### MEDICAL COLLEGE ADMISSION TEST (MCAT)

The MCAT is required for admission into the School of Podiatric Medicine. Please refer, in the subsequent section, DOCTOR of PODIATRIC MEDICINE, for details regarding this requirement.

### TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL) REQUIREMENT

It is the responsibility of the University to make sure that all students, regardless of academic background and country of citizenship, have a thorough command of the English language prior to entering our programs.

If the TOEFL is required, a minimum internet based test (iBT) score of 100, with a speaking score of 26, is required for those applying to BSN, ABSN and ELMSN programs. A minimum TOEFL score of 100 (internet based test) is required for those applying to all other programs. Applicants to the DPM program must complete the Test of Spoken English (TSE) in addition to the TOEFL. This is an admission requirement.

TOEFL is required of all international medical school graduates who are applying to the MPA program.

## FOR MORE INFORMATION

Please visit our website for additional information on our academic programs, financial aid opportunities and campus visit opportunities.

Our website is [www.samuelmerritt.edu](http://www.samuelmerritt.edu)

### OFFICE OF ADMISSION

Samuel Merritt University  
3100 Telegraph Avenue, Suite 1000  
Oakland, California 94609  
510.869.6576 or  
800.607.6377  
[admission@samuelmerritt.edu](mailto:admission@samuelmerritt.edu)

# BACHELOR OF SCIENCE IN NURSING

## DIRECT ADMISSION OPTION— TRANSFER STUDENTS

Samuel Merritt University admits transfer students in fall and spring. The admission is as a first semester junior and it will take four semesters to complete the program.

## ADMISSION AND PREREQUISITE INFORMATION—TRANSFER STUDENTS

To be considered for admission, prospective students must meet the following criteria:

1. A minimum of 66 semester units of transferable work, including all prerequisites by the time of entry into the program.
2. While there are no minimum GPAs required for admission, it is strongly recommended that applicants have a 3.0 or higher on prerequisite courses.
3. At least one term with a minimum of 9 semester or 14 quarter units of academic courses completed in the past two years with a GPA for the term of 2.50 or better.
4. The HESI A2 is used in the admission decision process and must be taken before the deadline and the results must be available at the time of application review.
5. If the TOEFL is required, a minimum internet based test (iBT) score of 100, with a speaking score of 26, is required.
6. Letter of reference.
7. If you have attended a nursing program at another college or university, a statement explaining your reasons for seeking a transfer will be required. Additionally, a letter from the dean or director of your nursing program indicating that you are in good standing and eligible for continued enrollment in the nursing program will be required. A student who has been dismissed or academically disqualified from another institution and who cannot gain readmission to that institution will not be admitted to Samuel Merritt University.
8. All prerequisites must be in progress or planned at the time of application and must be completed before the program starts. It is not possible to complete any prerequisites concurrently with the BSN program. The following prerequisites must be completed with a "C" or better:

// Human Anatomy with Lab

// Human Physiology with Lab

// Microbiology with Lab

// Chemistry with Lab (minimum of 4 semester units; biochemistry content preferred but not required)

// English Composition (equivalent to English 1A)

// English Literature/Critical Thinking (equivalent to English 1B or English 1C)

// Interpersonal Communication (a public speaking course is not acceptable)

// General Sociology or Cultural Anthropology

// General Psychology

// Statistics

// Life Span Developmental Psychology (content to include birth through death)

// Nutrition

// Fine Arts (Theory) Class (example: Art History or History of Music; not painting or piano)

// Introduction to Philosophy, Ethics or Bioethics (one class only)

// One Humanities elective (example: Humanities course, religious studies, foreign language, theory courses in art, music or theatre, or an additional philosophy course)

// American History (any time period)

// Modern World History (1865 to Present)

// Course in Diversity/Ethnic Studies (culture, race, ethnicity; no specific department required)

// College Algebra will be added as a prerequisite beginning May 2016. Students must achieve a grade of "B" or higher to be considered for admission. BSN students may be exempt from the Algebra requirement if condition A and B are met:

A. One of the following must be met:

a. Completion of AP math in high school AND a score of 3 or higher on the AP exam;

b. Score of 600 or greater on the SAT Math;

c. Score of 26 or greater on the ACT Math.

B. AP math, SAT or ACT must have been completed within four years of program start date at SMU. If more than four years have lapsed, then college algebra must be taken, and a grade of "B" must be achieved to be considered for admission.

9. Technical standards as described in the program specific brochure and/or the website.

## LVN ENTRY

Entry for Licensed Vocational Nurses (LVNs) is available in fall and spring each year. LVNs have two entry options: the baccalaureate nursing program or the 30-unit option.

LVNs applying for admission to the Bachelor of Science in Nursing Program must meet regular admission requirements.

LVNs may also apply for the 30-unit option plan. The 30-unit option is designed to enable the LVN student to meet requirements to sit for the Registered Nurse licensure examination in California. Possession of a current valid vocational nurse license from the state of California and completion of human physiology and microbiology are required for admission; LVNs in the 30-unit option do not have to meet the regular admission requirements of the BSN program. The LVN student who completes the 30-unit option does not receive a degree and is not considered a graduate of the University. All applicants for the 30-unit option are admitted on a space-available basis.

## THE 30-UNIT OPTION FOR RN LICENSURE

### GENERAL EDUCATION

Microbiology with lab (3 units theory, 0.5 unit lab)	3.5 units
Human Physiology with lab (3 units theory, 0.5 unit lab)	3.5 units

### NURSING COURSES TO BE COMPLETED (SEE BSN FOR COURSE DESCRIPTIONS)

Nursing 129 Mental Health (2 units theory, 3 units lab)	5 units
Nursing 136 Managing Care of Adults II (2 units theory, 3 units clinical)	5 units
Nursing 144 Reproductive Health (3 units theory, 2 units lab)	5 units*
Nursing 154 Nursing Care of Infants, Children and Youth (2 units theory, 3 units clinical)	5 units
Nursing 160 Nursing Leadership, Management & Health Policy 2 units*	(3 units theory)

\*By special arrangement with the faculty.

### ADVANCED PLACEMENT—BSN PROGRAM

Advanced placement options are designed to facilitate the admission of students to advanced standing. Advanced standing is granted in accordance with University policies and in compliance with state regulations and regional and professional accreditation standards.

Applicants with previous education and/or experience in nursing or other healthcare fields are eligible for advanced placement.

These mechanisms for advanced-placement credit are available:

- // Transfer Credit is available to applicants who have completed work at a regionally accredited institution.

Individual assessment determines the comparability of course(s). Repetition of science courses taken more than five years previously may be required.

- // Credit by challenge examination is a process designed to evaluate knowledge and skill achieved through previous education and/or work experience which cannot be documented through evaluation for transfer credit.

The challenge examination process for individual courses includes a theory and, when indicated, a clinical/laboratory component. Courses may be challenged only once. A student cannot challenge a course which s/he previously completed unsuccessfully. The minimum passing grade is a "C-."

Audit, transfer, and challenge courses may not be used to satisfy the residence requirement.

The units and grades earned as a result of successful challenge shall be recorded on the official transcript. Unsuccessful challenge results are not recorded. Enrolled students must be in good academic standing in order to be eligible for credit by challenge examination.

### APPLICATION PROCEDURES

See the Samuel Merritt University website, [www.samuelmerritt.edu](http://www.samuelmerritt.edu) on how to obtain an application for admission.

### SELECTION CRITERIA

Selection criteria for consideration of admission to the BSN program include, but are not limited to, prerequisite grade point average, science prerequisite GPA, prerequisite coursework completed, HESI A2 score, letter of recommendation, the writing sample provided in the application essay, leadership experience, community service activities, and volunteer or paid experience in a healthcare environment.

### ENROLLMENT ELIGIBILITY

Selection for admission is an administrative decision based on a review of the applicant competitiveness when compared to the entire applicant pool, qualifications, and compliance with general admission policies. Final admission is contingent upon:

- // Receipt of all required official documents
- // Compliance with other requirements as specified in the acceptance letter
- // Receipt of a tuition deposit in the amount of \$350
- // Criminal background check (See "Background Check Policy", page 142)
- // Drug Screen (See "Drug Screen Policy", page 142)
- // American Heart Association Basic Life Support-Health Care Provider CPR certificate

When all provisions of acceptance are met, the applicant is eligible for enrollment.

## HEALTH RECORD COMPLIANCE

Registered Nurses are committed to the promotion of health, the prevention of illness and adhering to those principles and practices that promote safety and wellbeing for their patients and themselves. Therefore, the following policies are in accordance with the California Department of Health, Centers for Disease Control's Recommendations for Immunization for Health-Care Workers (MMWR-12/26/97/46(RR-18);(1-42) and the various clinical agencies affiliated with Samuel Merritt University.

### Incoming Students

All incoming students are expected to provide validated proof of compliance with all health records and all related requirements for admission as outlined in the University Catalog and pre-admission materials, and as outlined by Student Health (approximately six weeks in advanced of the start of term).

Applicants who do not fulfill all of these requirements on the day of orientation will be considered to have relinquished their place in the class.

### Applicants On a Wait List

To assure the ability to move from wait list to active status, applicants will be expected to abide by the policy above; that is, they are expected to provide validated proof of compliance with all health records and all related requirements for admission. If the applicant is unable to comply, she/he will forfeit their place in the class.

## ACCELERATED BACHELOR OF SCIENCE IN NURSING

The ABSN is designed for someone who has a bachelor's degree in a non-nursing field. The ABSN will be completed in 12 months of intensive nursing theory courses and clinical education. The ABSN program is offered on the Oakland campus, the Sacramento campus, and at the San Francisco Peninsula campus in San Mateo.

## ADMISSION REQUIREMENTS

- // Ability to complete baccalaureate and all prerequisites within the specified time frame for each campus.
- // While there are no minimum GPAs required for admission, it is strongly recommended that applicants have a 3.0 or higher on the last 60 semester or 90 quarter units and on the science prerequisites.
- // If the TOEFL is required, a minimum internet based test (iBT) score of 100, with a speaking score of 26, is required for those applying to BSN, ABSN and ELMSN programs.
- // Letters of reference.
- // The HESI A2 is required of all applicants to the ABSN program. The HESI A2 is used in the admission decision

process and must be taken before the deadline of the program for which you are applying and the results must be available at the time of application review.

- // If you have attended a nursing program at another college or university, a statement explaining your reasons for seeking a transfer will be required. Additionally, a letter from the Dean or Director of your nursing program indicating that you are in good standing eligible for continued enrollment in the nursing program will be required. A student who has been dismissed or academically disqualified from another institution and who cannot gain readmission to that institution will not be admitted to Samuel Merritt University.
- // Technical standards as described in the program specific brochure and/or the website.

## PREREQUISITE COURSES

The following prerequisites (semester units) must be completed with a "C" or better. The time frame within which prerequisites must be completed varies by campus location. All prerequisites must be completed prior to the beginning of the ABSN program.

English Composition/English Literature	6 semester units
Interpersonal Communication	3 semester units
(a public speaking course is not acceptable)	
General Sociology or Cultural Anthropology	3 semester units
Social Science Elective	3 semester units
Statistics	3 semester units
Human Anatomy with lab	4 semester units
Human Physiology with lab	4 semester units
Chemistry with lab	4 semester units
Microbiology with lab	4 semester units
Human Development (covering the life span)	3 semester units
Nutrition	3 semester units
*Pharmacology	2-3 semester units
*Pathophysiology	2-3 semester units

*Note: College algebra may be repeated to meet the minimum grade requirement; however, number of attempts and grades achieved at each attempt will be taken into consideration when evaluating the application.*

*\*Courses must be from an approved list provided on the website.*

## ENROLLMENT ELIGIBILITY

Selection for admission is an administrative decision based on a comprehensive assessment of likelihood of success in the ABSN program, congruency of the student's educational background with program goals and resources, and enrollment capacity. While student preference for a particular campus location is considered, it is not guaranteed, and final decision of assignment of campus locations lies with Samuel Merritt University.

Final admission is contingent upon:

- // Receipt of all required official documents

- // Compliance with other requirements as specified in the acceptance letter
- // Receipt of a tuition deposit in the amount of \$350
- // American Heart Association Basic Life Support-Health Care Provider CPR certificate
- // Criminal background check. (See "Background Check Policy", page 142)
- // Drug Screen (See "Drug Screen Policy", page 142)

When all provisions of acceptance are met, the applicant is eligible for enrollment.

## HEALTH RECORD COMPLIANCE

Registered Nurses are committed to the promotion of health, the prevention of illness and adhering to those principles and practices that promote safety and wellbeing for their patients and themselves. Therefore, the following policies are in accordance with the California Department of Health, Centers for Disease Control's Recommendations for Immunization for Health-Care Workers (MMWR-12/26/97/46(RR-18);(1—42) and the various clinical agencies affiliated with Samuel Merritt University.

### Incoming Students

All incoming students are expected to provide validated proof of compliance with all health records and all related requirements for admission as outlined in the University Catalog and pre-admission materials, and as outlined by Student Health (approximately six weeks in advanced of the start of term).

Applicants who do not fulfill all of these requirements on the day of orientation will be considered to have relinquished their place in the class.

### Applicants who are on a wait list

To assure the ability to move from wait list to active status, applicants will be expected to abide by the policy above; that is, they are expected to provide validated proof of compliance with all health records and all related requirements for admission. If the applicant is unable to comply, she/he will forfeit their place in the class.

## RN TO BSN

The RN to BSN program is designed to help working RNs obtain their Bachelor of Science in Nursing. The RN to BSN program will be completed in 20 months of part-time study.

## ADMISSION REQUIREMENTS

- // An associate degree in nursing from an accredited college or university
- // 70 semester units of transferable coursework
- // A minimum recommended GPA of 2.5 on a 4-point scale
- // A current, unencumbered California RN license

- // Currently employed as a registered nurse
- // Two letters of recommendation attesting to clinical expertise and readiness to enroll in an RN to BSN program

## ENROLLMENT ELIGIBILITY

Selection for admission is an administrative decision based on a comprehensive assessment of likelihood of success in the RN to BSN program, congruency of the student's educational background with the program goals and resources, and enrollment capacity. While students preference for a particular campus location is considered, it is not guaranteed, and final decision of assignment of campus location lies with Samuel Merritt University.

Final admission is contingent upon:

- // Receipt of all required official documents
- // Compliance with other requirements as specified in the acceptance letter
- // Receipt of a tuition deposit in the amount of \$350
- // American Heart Association Basic Life Support-Health Care Provider CPR certificate
- // Criminal background check (see "Background Check Policy," page 142)
- // Drug Screen (see "Drug Screen Policy," page 142)

When all provisions of acceptance are met, the applicant is eligible for enrollment.

## HEALTH RECORD COMPLIANCE

Registered Nurses are committed to the promotion of health, the prevention of illness and adhering to those principles and practices that promote safety and wellbeing for their patients and themselves. Therefore, the following policies are in accordance with the California Department of Health, Centers for Disease Control's recommendations for Immunization for Health-Care Workers (MMWR-12/26/97/46(RR-18);(1—42) and the various clinical agencies affiliated with Samuel Merritt University.

### Incoming Students

All incoming students are expected to provide validated proof of compliance with all health records and all related requirements for admission as outlined in the University Catalog and pre-admission materials, and as outlined by Student Health (approximately six weeks in advanced of the start of term). Applicants who do not fulfill all of these requirements on the day of orientation will be considered to have relinquished their place in the class.

### Applicants who are on a Wait List

To assure the ability to move from wait list to active status, applicants will be expected to abide by the policy above; that is, they are expected to provide validated proof of compliance with all health records and all related requirements for admission. If the applicant is unable to comply, she/he will forfeit their place in the class.

# MASTER OF SCIENCE IN NURSING

The Master of Science in Nursing offers an entry-level program and three post-professional options. The entry-level program is designed for those who have a baccalaureate in a non-nursing field and who are not registered nurses. There are three clinical options that provide the registered nurse who has a baccalaureate (usually in nursing) with advanced skills: nurse anesthesia (CRNA), family nurse practitioner (FNP), and case management.

The following master's degrees are offered on the Oakland campus and at the Sacramento Campus:

- // ELMSN—Case Management
- // ELMSN—FNP
- // Post Professional MSN—Case Management
- // Post Professional MSN—FNP

## ADMISSION REQUIREMENTS—ELMSN

- // Completion of a baccalaureate in a non-nursing field by the time of entry. It is highly recommended that both the baccalaureate and prerequisites are completed at a regionally accredited college.
- // Completion of all prerequisites in the specified time frame.
- // It is strongly recommended that applicants have a 3.0 or higher on the last 60 semester or 90 quarter units and on the science prerequisites.
- // The HESI A2 is required of all applicants to the ELMSN program. The HESI A2 is used in the admission decision process and must be taken before the deadline of the program for which you are applying and the results must be available at the time of application review.
- // Basic computer word-processing skills.
- // Two letters of reference are required. References should address academic preparedness for graduate study and potential as a nurse. Applicants should seek letters of reference from: healthcare professionals strongly preferred (not relatives), who know you well through volunteer or paid work experiences, current or previous professors, a person in a supervisory position at current or previous places of employment.
- // If the TOEFL is required, a minimum internet based test (iBT) score of 100, with a speaking score of 26, is required for those applying to BSN, ABSN and ELMSN programs.
- // Technical standards as described in the program specific brochure and/or the website.

If you have attended a nursing program at another college or university, a statement explaining your reasons for seeking a transfer will be required. Additionally, a letter from the Dean or Director of your nursing program indicating that you are

in good standing and eligible for continued enrollment in the nursing program will be required. A student who has been dismissed or academically disqualified from another institution and who cannot gain readmission to that institution will not be admitted to Samuel Merritt University.

## PREREQUISITE COURSES—ELMSN

English Composition/English Literature	6 semester units
Interpersonal Communication (a public speaking course is not acceptable)	3 semester units
General Sociology or Cultural Anthropology	3 semester units
Social Science Elective	3 semester units
Statistics	3 semester units
Human Anatomy with lab	4 semester units
Human Physiology with lab	4 semester units
Chemistry with lab	4 semester units
Microbiology with lab	4 semester units
Human Development (covering the life span)	3 semester units
Nutrition	3 semester units

*Note: College algebra may be repeated to meet the minimum grade requirement; however, number of attempts and grades achieved at each attempt will be taken into consideration when evaluating the application.*

## ENROLLMENT ELIGIBILITY

Selection for admission is an administrative decision based on a comprehensive assessment of likelihood of success in the ELMSN program, congruency of the student's educational background with program goals and resources, and enrollment capacity. Final admission is contingent upon:

- // Receipt of all required official documents
- // Successful completion of an interview
- // Compliance with other requirements as specified in the acceptance letter
- // Receipt of a tuition deposit in the amount of \$350
- // Basic Life Support-Health Care Provider CPR certificate
- // Criminal background check (See "Background Check Policy", page 142)
- // Drug Screen (See "Drug Screen Policy", page 142)

When all provisions of acceptance are met, the applicant is eligible for enrollment.

## MS NURSING POST-PROFESSIONAL ADMISSION REQUIREMENTS

Applicants must meet the following requirements in order to receive consideration for admission to an advanced MSN program:

1. A baccalaureate in nursing from a nationally accredited program. RNs with degrees in other fields will be evaluated individually and additional coursework may be required.
2. Current California licensure as a registered nurse.
3. Official transcripts of all previous academic and professional coursework completed or in progress prior to admission.



4. Evidence of recent experience in clinical practice as a registered nurse, if applicable.
5. Goal statement that clearly articulates the academic and career goals of the applicant.
6. Two letters of reference attesting to clinical expertise and academic preparedness for graduate study.
7. Satisfactory completion of a personal interview.
8. Minimum TOEFL score of 100 (internet based test) as applicable.
9. Successful completion ("C" or above) of a statistics course.
10. Technical standards as described in the program specific brochure and/or the website.

Criteria for interview will be based upon the above criteria, quality and presentation of application materials, quality and professionalism of communication with the Office of Admission and program during the application process and a well communicated understanding of the advanced practice role.

## CRNA APPLICANTS

The following requirements are in addition to those listed under MS Nursing Post-Professional Admission Requirements:

- // Minimum cumulative grade point average of 3.0 (all college course work); minimum 3.0 grade point average for the last 60 semester or 90 quarter units of academic course work taken.
- // Evidence of experience in clinical practice as a registered nurse, with a minimum of 12 months of intensive care experience, within the last 5 years, at the time of the interview. Two to three years of ICU nursing experience is preferred. Practice areas that are considered critical care include: surgical intensive care units (including trauma, post-cardiovascular surgery and neurosurgical specialty units), medical intensive care units, pediatric and neonatal intensive care units. Emergency room and PACU do not fulfill the ICU experience requirement.
- // ACLS and PALS Certification.
- // CCRN certification highly recommended.
- // Current unencumbered California RN license available by new student orientation.
- // Introductory physics is highly recommended.
- // A combined GRE score on the new, revised exam of 290 is required. GRE scores must be taken within five years of the application. The older GRE scaled scores not accepted.
- // Chemistry: successful completion of six to eight semester units of University chemistry. One chemistry course should include inorganic chemistry; the additional chemistry course should include content in either organic chemistry or biochemistry.
- // Completion of a 1–2 day clinical observation experience with a CRNA is required prior to the interview.

// A written goal statement that clearly articulates your academic and professional preparedness for the program, and your desire and preparedness to become a CRNA.

// Three letters of recommendation are required. It is preferred that one letter be from applicant's ICU manager who can speak to applicant's critical care expertise and critical thinking. The other two letters may be from the following persons: a CRNA who can speak to applicant's preparedness for the career and address clinical expertise; colleague who can readily assess current levels of clinical expertise; an instructor who can speak to applicant's academic preparedness for graduate study.

## Admission Policies

Selection of candidates for interview will be based on criteria listed above, quality and presentation of application material, quality and professionalism of communication with the program during the application process and an informed understanding about the role of a CRNA.

Faculty reserves the right to interview and accept qualified students at any time after the University priority application deadline of November 1.

## ENROLLMENT ELIGIBILITY FOR POST-PROFESSIONAL PROGRAM APPLICANTS

Selection for admission is an administrative decision based on a comprehensive assessment of likelihood of success in the MSN program, congruency of the student's background and experience with program goals and resources, and enrollment capacity. Final admission is contingent upon:

- // Receipt of all required official documents
- // Successful completion of an interview
- // Compliance with other requirements as specified in the acceptance letter
- // Receipt of a tuition deposit in the amount of \$350
- // Criminal background check (See "Background Check Policy", page 142)
- // Drug Screen (See "Drug Screen Policy", page 142)

When all provisions of acceptance are met, the applicant is eligible for enrollment. Final selection for admission is an administrative decision.

## DOCTOR OF NURSING PRACTICE

The Doctor of Nursing Practice (DNP) program at Samuel Merritt University (SMU) prepares students to practice at the highest level of advanced nursing practice, demonstrating leadership in a clinical or organizational specialty area, as well as a commitment to improving healthcare outcomes via practice, policy change, and practice scholarship.

## POST-MSN DNP

The post-MSN DNP program is designed for advanced practice nurses (nurse practitioners, nurse anesthetists, nurse midwives, and clinical nurse specialists) and nurses in organizational leadership positions who have a Master of Science in Nursing degree. The program is designed to accommodate students who desire to continue working full or part time while pursuing doctoral study. Students are admitted to the DNP program as a cohort and are strongly advised to progress sequentially through the courses designated in each of the six semesters.

### ADMISSION REQUIREMENTS

To be considered for admission, applicants must meet the following criteria:

- // Master of Science in Nursing (Master's degrees in other health-related fields along with a BSN will be evaluated on a case-by-case basis.)
- // Current RN licensure in state of residence
- // Minimum GPA of 3.0 or higher on MSN coursework
- // The need for a TOEFL will be assessed based on information provided by applicants on the application for admission. If required, a minimum score of 100 (Internet Based Test), with a speaking score of 26, must be achieved and official score results must be provided.
- // A college or university level Statistics course must have been completed within the past three years with a grade of "B" or higher.
- // Receipt of three letters of recommendation.
- // Technical standards as described in the program specific brochure and/or the website.

## POST-BSN FNP-DNP

The post-Baccalaureate FNP/DNP program is designed to be a full-time academic program. FNP coursework is offered using a hybrid format (combination of face-to-face and online).

### ADMISSION REQUIREMENTS

To be considered for admission, applicants must meet the following criteria:

- // Bachelor of Science in Nursing (bachelor's degrees in other health-related fields will be evaluated on a case-by-case basis.)
- // Current RN licensure in state of residence
- // Minimum GPA of 3.0 or higher on previous coursework
- // The need for a TOEFL will be assessed based on information provided by applicants on the application for admission. If required, a minimum score of 100 (Internet Based Test), with a speaking score of 26, must be achieved and official score results must be provided.

// A college or university level Statistics course must have been completed within the past three years with a grade of "B" or higher.

// Receipt of three letters of recommendation.

// Technical standards as described in the program specific brochure and/or the website.

### ENROLLMENT ELIGIBILITY

Selection for admission is an administrative decision based on a comprehensive assessment of likelihood of success in the DNP program, congruency of the student's educational background with program goals and resources, and enrollment capacity.

Final admission is contingent upon:

- // Receipt of all required official documents
- // Compliance with other requirements as specified in the acceptance letter
- // Receipt of a tuition deposit in the amount of \$350
- // Criminal background check. (See "Background Check Policy", page 142)

When all provisions of acceptance are met, the applicant is eligible for enrollment.

### ACCREDITATION

The DNP program is accredited by the WASC Senior College and University Commission (WSCUC), 510.748.9001, and the Commission on Collegiate Nursing Education (CCNE).

## MASTER OF OCCUPATIONAL THERAPY

This professional program consists of five consecutive semesters (including summers) plus a six-month internship. Classes are held during daytime hours and full-time study is required. The curriculum emphasizes treating the "whole person" while mastering specific skills and practices. Students will have clinical experiences throughout the program and a cumulative six-month internship experience.

### ADMISSION REQUIREMENTS

Applications are evaluated and candidates are selected for interview based on the following criteria:

- // Baccalaureate must be completed by the end of the spring term prior to entry; Baccalaureate must be from a regionally accredited institution.
- // Suggested minimum cumulative grade point average of 3.0 for last 60 semester units or 90 quarter units.
- // Suggested minimum science grade point average of 3.0.
- // Completion of prerequisites in the time frame described.

- // Evidence of 40 to 70 volunteer hours or work experience that shows knowledge of the occupational therapist's role and demonstrates maturity of career choice.
- // Two letters of reference are required. One should be from a person who has known you in an academic or professional setting. The second recommendation must be from an occupational therapist who has supervised you as a paid or volunteer worker in an active clinical setting. It is highly desirable that both letters of reference be included when the application for admission is submitted. However, if the letter of recommendation from the occupational therapist is not available at the time of application, it must be submitted prior to or at the point of interview.
- // Minimum TOEFL score of 100 (internet based test) as applicable.
- // Technical standards as described in the program specific brochure and/or the website

## MASTER OF OCCUPATIONAL THERAPY PREREQUISITES

Prerequisites must be completed with a grade of "C-" or higher. The unit value is based on semester units. Unless otherwise specified, all prerequisites must be completed by the end of the spring term prior to the start of the program. Additionally, it is recommended that no more than two to three prerequisites be in progress during the spring:

English Composition/Critical Thinking	6 units
General Psychology	3 units
Abnormal Psychology	3 units
Developmental Psychology	3 units
Statistics	3 units
Sociology, Anthropology, Ethnic Studies, or additional Psychology course	6 units
*Public Speaking	3 units
**3 Dimensional Skills/Crafts	3 units
***General Biology	3 units
****Basic or Introductory Physics	3 units
*Human Anatomy	3 units
*Human Physiology	3 units

*\*While Anatomy and Physiology are highly recommended, but not required, preferential admission will be given to those who have completed one or both of these courses at the time of application. Public speaking is recommended, but not required.*

*\*\* In lieu of a course, students may submit a portfolio documenting extensive skill and participation in one particular craft area. This prerequisite may be completed during the summer prior to the start of the fall program. Please note the following skills/crafts are not acceptable: painting, drawing, graphic design, photography, playing an instrument, and other two dimensional areas.*

*\*\*\*The required Biology prerequisite must be completed with grade available at the time of application.*

*\*\*\*\* A basic or introductory Physics course is required. This course may be taken online and does not require a lab. It is preferred to have the Physics course completed prior to the application deadline, but may also be taken fall semester.*

## ENROLLMENT ELIGIBILITY

Selection for admission is an administrative decision. Applicants are evaluated based upon the interview score, an assessment of the student's previous academic record and personal achievements, essays, the letters of reference with the application, and the likelihood of success in the academic program. Final admission is contingent upon:

- // Receipt of all required official documents
- // Successful completion of a required interview
- // Compliance with other requirements as specified in the acceptance letter
- // Receipt of a tuition deposit of \$350
- // Criminal background check (See "Background Check Policy", page 142)

When all provisions of acceptance are met, the applicant is eligible for enrollment.

## DOCTOR OF OCCUPATIONAL THERAPY

This professional program consists of three consecutive years (including summers). A six-month internship occurs following the first two years. Classes are held during daytime hours and full-time study is required. The curriculum emphasizes treating the "whole person" while mastering specific skills and practices. Students will have clinical experiences throughout the program and a six-month internship experience.

## ADMISSION REQUIREMENTS

Applications are evaluated and candidates are selected for interview based on the following criteria:

- // Baccalaureate must be completed by the end of the spring term prior to entry; Baccalaureate must be from a regionally accredited institution.
- // Suggested minimum cumulative grade point average of 3.0 for last 60 semester units or 90 quarter units.
- // Suggested minimum science grade point average of 3.0.
- // Completion of prerequisites in the time frame described.
- // Evidence of 40 to 70 volunteer hours or work experience that shows knowledge of the occupational therapist's role and demonstrates maturity of career choice.
- // Two letters of reference are required. One should be from a person who has known you in an academic or professional setting. The second recommendation must be from an occupational therapist who has supervised you as a paid or volunteer worker in an active clinical setting. It is highly desirable that both letters of reference be included when the application for admission is submitted. However, if the letter of recommendation from the occupational therapist is not available at the time of application, it must be submitted prior to or at the point of interview.

- // Minimum TOEFL score of 100 (internet based test) as applicable.
- // Technical standards as described in the program specific brochure and/or the website.

## DOCTOR OF OCCUPATIONAL THERAPY PREREQUISITE COURSES

Prerequisites must be completed with a grade of "C-" or higher. The unit value is based on semester units. Unless otherwise specified, all prerequisites must be completed by the end of the spring term prior to the start of the program. Additionally, it is recommended that no more than two to three prerequisites be in progress during the spring:

English Composition/Critical Thinking	6 units
General Psychology	3 units
Abnormal Psychology	3 units
Developmental Psychology	3 units
Statistics	3 units
Sociology, Anthropology, Ethnic Studies, or additional Psychology course	6 units
*Public Speaking	3 units
**3 Dimensional Skills/Crafts	3 units
***General Biology	3 units
****Basic or Introductory Physics	3 units
*Human Anatomy	3 units
*Human Physiology	3 units

*\*While Anatomy and Physiology are highly recommended, but not required, preferential admission will be given to those who have completed one or both of these courses at the time of application. Public speaking is recommended, but not required.*

*\*\* In lieu of a course, students may submit a portfolio documenting extensive skill and participation in one particular craft area. This pre-requisite may be completed during the summer prior to the start of the fall program. Please note the following skills/crafts are not acceptable: painting, drawing, graphic design, photography, playing an instrument, and other two dimensional areas.*

*\*\*\*The required Biology prerequisite must be completed with grade available at the time of application.*

*\*\*\*\* A basic or introductory Physics course is required. This course may be taken online and does not require a lab. It is preferred to have the Physics course completed prior to the application deadline, but may also be taken fall semester.*

## ENROLLMENT ELIGIBILITY

Selection for admission is an administrative decision. Applicants are evaluated based upon the interview score, an assessment of the student's previous academic record and personal achievements, essays, the letters of reference with the application, and the likelihood of success in the academic program. Final admission is contingent upon:

- // Receipt of all required official documents
- // Successful completion of a required interview
- // Compliance with other requirements as specified in the acceptance letter

- // Receipt of a tuition deposit of \$350
- // Criminal background check (See "Background Check Policy", page 142)

When all provisions of acceptance are met, the applicant is eligible for enrollment.

## DOCTOR OF PHYSICAL THERAPY

### ADMISSION REQUIREMENTS

Applications are evaluated and candidates are reviewed based on the following criteria:

- // Completion of a baccalaureate and all prerequisites must be completed by the end of the spring term before entry. Baccalaureate and all prerequisites must be completed at a regionally accredited college.
- // Minimum cumulative GPA of 3.00.
- // Minimum prerequisite GPA of 3.00.
- // Minimum GRE verbal score of 150.
- // Minimum GRE quantitative score of 144.
- // 40 hours of physical therapy experience (paid or volunteer) with verification by a physical therapist.
- // Two letters of reference; one letter must be submitted by a physical therapist who has supervised you in a physical therapy setting and one letter from a professor (science or non-science).
- // Application essay questions.
- // Minimum TOEFL score of 100 (internet based) as applicable.
- // Technical standards as described in the program specific brochure and/or the website.

## DOCTOR OF PHYSICAL THERAPY PREREQUISITE COURSES

Prerequisites must be completed with a C- or better.

General Psychology	3 semester units
Statistics	3 semester units
Chemistry with lab+	8 semester units or 12 quarter units
Physics with lab+	8 semester units or 12 quarter units
Intro to Biology with lab*	8 semester units or 12 quarter units
Human Anatomy with lab*	4 semester units or 6 quarter units
Human Physiology with lab*	4 semester units or 6 quarter units

*\* Prefer a standard two semester or three quarter course sequence.*

*# Four semester or six quarter units must be an Introduction to Biology course and the other four semester or six quarter units can be fulfilled by Microbiology, Genetics, or other Biology lab classes. Exercise physiology will not fulfill this requirement.*

*\* Anatomy and physiology must be completed within the last ten (10) years from the time of application to the program.*

## ENROLLMENT ELIGIBILITY

Selection for admission is an administrative decision. Applicants are evaluated based upon an assessment of the student's previous academic record and personal achievements, GRE scores, responses to general and school-specific questions in the application, letter(s) of reference in the application, and the likelihood of success in the academic program. Final admission is contingent upon:

- // Receipt of all required official documents
- // Successful completion of a required interview
- // Compliance with other requirements as specified in the acceptance letter
- // Receipt of a tuition deposit of \$350
- // Criminal background check (See "Background Check Policy", page 142)

When all provisions of acceptance are met, the applicant is eligible for enrollment.

## MASTER PHYSICIAN ASSISTANT

The MPA program is offered at the graduate level and leads to an MPA degree. The program is 27 months in length, including four semesters of coursework and three semesters of intense clinical rotations for a total of 89 units.

### APPLYING FOR ADMISSION

The MPA program at Samuel Merritt University participates in the Centralized Application Service for Physician Assistants (CASPA). Applicants apply online at [www.caspaonline.org](http://www.caspaonline.org). Applications for the upcoming fall are generally available on the CASPA website beginning May 1st. Although CASPA will continue to process applications previously received, no additional applications will be accepted after October 1st.

### ADMISSION REQUIREMENTS:

In order to be considered for an interview, applicants must meet the following criteria:

- // Completion of a baccalaureate from a regionally accredited college or university by the end of the spring term prior to entry.
- // Completion of all course prerequisites by the end of the spring term prior to entry. It is preferred that students have only one prerequisite course in progress during the spring.
- // Cumulative all-University GPA of 3.0, as calculated on the CASPA application.
- // Overall science GPA of 3.0, as calculated on the CASPA application.
- // Healthcare experience: The MPA program defines healthcare experience as direct, "hands on" patient contact. This must be gained through paid experience as an EMT, paramedic, health educator, RN, patient care attendant or

nurse's aide, clinic assistant, Peace Corps volunteer or other cross-cultural healthcare training, technologist, therapist, clinical research coordinator, etc.

- // Letters of reference
- // Minimum TOEFL score of 100 (internet based test), as applicable
- // Technical standards as described in the program specific brochure and/or the website

## MASTER PHYSICIAN ASSISTANT PREREQUISITE COURSES

- // Statistics (3 semester units)
- // Minimum of 16 semester units of Biological Sciences, including the following courses: Human Anatomy\*, Human Physiology\*, Microbiology\*, Biology elective
- // Organic chemistry (4 semester units or 6 quarter units)
- // General chemistry or inorganic chemistry (4 semester units or 6 quarter units)

*\*Strong preference will be given to those who have completed these courses within the past five years. This recency recommendation is less stringent for those currently working in the healthcare field.*

## ENROLLMENT ELIGIBILITY

Selection for admission is an administrative decision. Final admission is contingent upon:

- // Receipt of all required official documents
- // Successful completion of a required interview
- // Compliance with other requirements as specified in the acceptance letter
- // Receipt of a tuition deposit in the amount of \$350
- // Criminal background check (See "Background Check Policy", page 142)

When all provisions of acceptance are met, the applicant is eligible for enrollment.

## INTERNATIONAL MEDICAL GRADUATES

International medical graduates and students educated abroad may apply for admission. Regardless of previous professional training and academic degrees earned, Samuel Merritt's MPA curriculum must be completed in its entirety. The TOEFL is required of all international Medical Graduates. All international academic transcripts must be evaluated by a US evaluation service that is a member of the National Association of Credential Evaluations Services (NACES) for degree, course content, semester unit equivalencies, and science and cumulative GPAs prior to the application deadline. Information on NACES may be found at [www.naces.org](http://www.naces.org). For all applicants educated outside the United States it is strongly recommended that they should complete one semester (15 units) of graduate or undergraduate work at a US college or university. In addition, all other admission requirements must be met.



# DOCTOR OF PODIATRIC MEDICINE

Admission to the University is the result of a competitive selection process. The responsibility of the Admissions and Standards Committee is to select applicants who are best qualified to make a contribution to the public and the profession. The Committee evaluates applicants' suitability for admission by considering academic competence, previous achievements, strong moral characteristics, demonstrated leadership skills, creative abilities, honors and awards, extra-curricular activities, experience in healthcare, likelihood to practice in under-served areas and other non-cognitive factors.

The admission process begins with a preliminary screening of scholastic qualifications, including an applicant's academic credentials, Medical College Admission Test (MCAT) scores and letters of recommendation.

Applicants selected from the preliminary selection process are invited to the University for interviews. Invited applicants must first visit the office of a practicing podiatric physician prior to the interview to learn about the responsibilities of a podiatric medical practitioner and to observe the scope of the practice.

## ADMISSION REQUIREMENTS:

Successful completion of three years of undergraduate pre-professional education at an accredited institution is required for a total of at least 90 semester hours. Nearly all entering students have a baccalaureate or advanced degree.

Completion of all prerequisites prior to entry.

Grades and GPAs are used in determining both admission and eligibility for scholarships and are expected to be of the same caliber of other pre-med students applying for admission to medical colleges.

The need for a TOEFL will be assessed based on information provided by applicants on the application for admission. If required, a minimum score of 100 (internet based test) must be achieved and official score results must be provided. In addition, applicants must take the Test of Spoken English (TSE).

In addition to other letters of recommendation, one is required from a podiatric physician.

All applicants must visit the office of a podiatric physician prior to the on-campus interview.

Please see website for computer literacy information.

MCAT is required; GRE or DAT will not be accepted. MCAT is used in determining both admission and eligibility for scholarships and should be available at the time of application. The MCAT score used to apply for admission is expected to be of the same caliber of other pre-med students applying for admission to medical colleges. MCAT must have been taken within the past three years.

Technical standards as described in the program specific brochure and/or the website.

Most matriculated students have had a curriculum that includes three or more courses of the following recommended courses: anatomy, biochemistry, histology, microbiology, and physiology, as well as a spectrum of liberal arts subjects. A combination course such as genetics, embryology, virology, and immunology will also be beneficial.

## SPECIFIC COURSE REQUIREMENTS

General Biology*	8 semester units
General Chemistry* (including content in Inorganic)	8 semester units
Organic Chemistry*	4 semester units
Biochemistry**	4 semester units
Physics*	8 semester units
English/Communication Skills	8 semester units
Liberal Arts electives	12 semester units

*\*All science prerequisites require laboratories.*

*\*A total of 8 semester units of organic chemistry may be substituted for biochemistry.*

*\*It is possible that the prerequisite of Biochemistry may shift from a required course to a recommended course.*

## APPLICATION PROCEDURE

The DPM program at Samuel Merritt University participates in the central application service of the American Association of Colleges of Podiatric Medicine Application Service (AACPMAS). For an application, contact AACPMAS at [www.aacpm.org](http://www.aacpm.org).

The application filing period extends from the first week of August through June 30 for the next fall entering class. Applications received before April 1st will receive priority consideration, though applications will be accepted after the deadline date on a space available basis. Admission decisions are made on a rolling basis.

## ALL APPLICANTS MUST SUBMIT THE FOLLOWING:

1. The Medical College Admission Test (MCAT) is required of all applicants. GRE or DAT scores will not be accepted. Test results are valid only for three years. The MCAT is used in determining both admission and eligibility for scholarships and should be available at the time of application. The MCAT score is expected to be of the same caliber as that of other pre-med students applying for admission to medical colleges. The Office of Admission must receive the official MCAT test scores prior to matriculation to the University.

**For information regarding the MCAT contact:**

### MCAT Registration

American College Testing Service  
Post Office Pox 4056  
Iowa City, IA 52213  
319.337.1357



2. Recommendations from a Pre-professional Advisory Committee (or two science faculty members) and one "Proof-of-Visit" letter from a podiatric physician as noted in the Admission Policy Section. Send recommendations to:

**Office of Admission (DPM Program)**

Samuel Merritt University  
3100 Telegraph Avenue, Suite 1000  
Oakland, CA 94609

Applicants are responsible for submitting appropriate materials including official transcripts from all colleges attended and standardized test score results to the Office of Admission. Applications are considered on a continuing basis, and applicants are notified of admission decisions after all required materials are received and evaluated.

## ENROLLMENT ELIGIBILITY

Selection for admission is an administrative decision. Applicants are evaluated based upon the interview score, an assessment of the student's previous academic record and personal achievements, MCAT scores, essays, letter(s) of reference in the application, and the likelihood of success in the academic program. Final admission is contingent upon:

- // Receipt of all required official documents
- // Successful completion of a required interview
- // Compliance with other requirements as specified in the acceptance letter
- // Receipt of a tuition deposit of \$1000 (non-refundable)
- // Criminal background check (See "Background Check Policy", page 142)

When all provisions of acceptance are met, the applicant is eligible for enrollment.

## EVALUATION OF INTERNATIONAL ACADEMIC CREDENTIALS

All international applicants are required to have their academic credentials evaluated for U.S. equivalency and forwarded to the Admission Office. One such organization is World Education Services ([www.wes.org](http://www.wes.org)).

## TRANSFER/ADVANCED STANDING APPLICANTS:

- // Transfers will not be considered beyond the first semester of year two.
- // Must have a minimum cumulative GPA of 3.0.
- // Cannot have received any failing grades or be in jeopardy of receiving failing grades at the prior podiatric medicine or other medical school, or have a record of disciplinary proceedings. This must be verified in writing by the Dean of Academic Affairs at the prior institution.
- // The student's entire academic record from the previous podiatric or other medical school, including any leaves of absence, will be evaluated in the transfer request for advanced standing.
- // The student's first year curriculum must parallel CSPM's first year curriculum for advanced standing beyond the first year.

# FINANCIAL INFORMATION



## BACHELOR OF SCIENCE IN NURSING

### NON-REFUNDABLE FEES & DEPOSITS

INITIAL FEES & DEPOSITS—Application fees and tuition deposits are non-refundable, even when the student withdraws in the first week of the term.

**Application Fee:** \$45 (Centralized Application Service Fee)

**Tuition Deposit:** \$350

### TUITION & FEES

Tuition (10+ units/term)	\$47,766	Annual
Tuition (1-9.5 units/term)	\$2,013	Unit
Student Body Fee	\$50	Annual
HESI Testing Fee-Nursing 137	\$452	Course
HESI Live Review Fee-Nursing 190L	\$292	Course
Lab Fee-Nursing 120/36 or 127-Managing Care of Adults I&II	\$840	Course
Health Insurance Fee-Basic-Student Only	\$4,370	Annual
Graduation Fee	\$130	Final Semester

### TOTAL ESTIMATED COST OF PROGRAM

The information table listed below provides the estimated tuition and fees for attending Samuel Merritt University for the current academic year and an estimate for future semesters.

**This cost analysis assumes a traditional, full-time track and does not take into account any annual tuition and fee increases, which become effective every summer. The rate of annual tuition increase assessed by the University in the last five years ranged from three percent to five percent. The average annual tuition increase assessed in the last five years is 3.90 percent.**

	Fall	Spring	Fall	Spring	Total
	2017	2018	2018	2019	
Tuition	23,883	23,883	23,883	23,883	\$95,532
Student Body Fee	50	-	50	-	\$100
HESI Testing Fee-Nursing 137	452	-	-	-	\$452
HESI Live Review Fee-Nursing 190L	-	-	-	292	\$292
Lab Fee-Nursing 120/136 or 127	-	840	-	-	\$840
Health Insurance Fee-Basic	2,549	2,185	2,185	2,185	\$9,104
Graduation Fee	-	-	-	130	\$130
Totals	\$26,934	\$26,908	\$26,118	\$26,490	\$106,450



## ACCELERATED BACHELOR OF SCIENCE IN NURSING

### NON-REFUNDABLE FEES & DEPOSITS

INITIAL FEES & DEPOSITS—Application fees and tuition deposits are non-refundable, even when the student withdraws in the first week of the term.

**Application Fee:** \$45 (Centralized Application Service Fee)

**Tuition Deposit:** \$350

### TUITION & FEES

Tuition	\$73,241	Annual
Student Body Fee	\$50	Annual
HESI Testing Fee-Nursing 138	\$452	Course
HESI Live Review Fee-Nursing 170	\$292	Course
Lab Fee-Nursing 120/36 or 127-Managing Care of Adults I&II	\$840	Course
Health Insurance Fee-Basic-Student Only	\$4,370	Annual
Graduation Fee	\$130	Final Semester

### TOTAL ESTIMATED COST OF PROGRAM

The information table listed below provides the estimated tuition and fees for attending Samuel Merritt University for the current academic year and an estimate for future semesters. **This cost analysis assumes a traditional, full-time track and does not take into account any annual tuition and fee increases, which become effective every summer. The rate of annual tuition increase assessed by the University in the last five years ranged from three percent to five percent. The average annual tuition increase assessed in the last five years is 3.90 percent.**

	Semester 1	Semester 2	Semester 3	Total
Tuition	24,414	24,414	24,413	\$73,241
Student Body Fee	50	-	-	\$50
HESI Testing Fee-Nursing 138	452	-	-	\$452
HESI Live Review Fee-Nursing 170	-	-	292	\$292
Lab Fee-Nursing 120/136 or 127	840	-	-	\$840
Health Insurance Fee-Basic	2,185	2,185	2,185	\$6,555
Graduation Fee	-	-	130	\$130
<b>Totals</b>	<b>\$27,941</b>	<b>\$26,599</b>	<b>\$27,020</b>	<b>\$81,560</b>

### 2017–2018

#### LOCATION START AND END DATES

#### OAKLAND CAMPUS

05/31/2017–05/30/2018

#### SACRAMENTO REGIONAL LC

09/11/2017–08/17/2018

01/02/2018–12/23/2018

#### SAN FRANCISCO PENINSULA LEARNING CENTERS

04/17/2017–04/16/2018

06/05/2017–06/04/2018

11/14/2017–11/13/2018

01/03/2018–12/23/2018

# RN TO BSN

## RN TO BACHELOR OF SCIENCE IN NURSING PROGRAM

### NON-REFUNDABLE FEES & DEPOSITS

INITIAL FEES & DEPOSITS—Application fees and tuition deposits are non-refundable, even when the student withdraws in the first week of the term.

**Application Fee:** \$45 (Centralized Application Service Fee)

**Tuition Deposit:** \$350

### TUITION & FEES

Tuition	\$865	Unit
Student Body Fee	\$50	Annual
Health Insurance Fee-Basic-Student Only**	\$4,370	Annual
Graduation Fee	\$130	Final Semester

\*\*Waived if employer-based insurance is in place.

### TOTAL ESTIMATED COST OF PROGRAM

The information table listed below provides the estimated tuition and fees for attending Samuel Merritt University for the current academic year and an estimate for future semesters. **This cost analysis assumes a traditional, full-time track and does not take into account any annual tuition and fee increases, which become effective every summer. The rate of annual tuition increase assessed by the University in the last five years ranged from three percent to five percent. The average annual tuition increase assessed in the last five years is 3.90 percent.**

	Fall	Spring	Summer	Fall	Spring	Total
	2017	2018	2018	2018	2019	
Tuition	5,190	5,190	5,190	5,190	5,190	\$25,950
Student Body Fee	50	—	—	50	—	\$100
Health Insurance Fee-Basic-Student Only**	2,549	2,185	2,185	2,185	2,185	\$11,289
Graduation Fee	—	—	—	—	130	\$130
Totals	\$7,789	\$7,375	\$7,375	\$7,425	\$7,505	\$37,469



## ENTRY LEVEL CASE MANAGEMENT PROGRAM

### NON-REFUNDABLE FEES & DEPOSITS

INITIAL FEES & DEPOSITS—Application fees and tuition deposits are non-refundable, even when the student withdraws in the first week of the term.

**Application Fee:** \$65 (Centralized Application Service Fee)

**Tuition Deposit:** \$350

### TUITION & FEES

Tuition	\$1,353	Unit
Student Body Fee	\$50	Annual
Lab Fee-Nursing 542-Nursing Skills I	\$400	Course
Lab Fee-Nursing 543-Nursing Skills II	\$400	Course
HESI Testing Fee-Nursing 524	\$452	Course
Health Insurance Fee-Basic-Student Only	\$4,370	Annual
Graduation Fee	\$160	Final Semester

### TOTAL ESTIMATED COST OF PROGRAM

The information table listed below provides the estimated tuition and fees for attending Samuel Merritt University for the current academic year and an estimate for future semesters. **This cost analysis assumes a traditional, full-time track and does not take into account any annual tuition and fee increases, which become effective every summer. The rate of annual tuition increase assessed by the University in the last five years ranged from three percent to five percent. The average annual tuition increase assessed in the last five years is 3.90 percent.**

	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Total
	2017	2018	2018	2018	2019	2019	2019	
Tuition	21,648	21,648	20,295	17,589	13,530	16,236	14,883	\$125,829
Student Body Fee	50	-	-	50	-	-	50	\$150
Lab Fee-Nursing 542	400	-	-	-	-	-	-	\$400
Lab Fee-Nursing 543	-	400	-	-	-	-	-	\$400
HESI Testing Fee-Nursing 524	452	-	-	-	-	-	-	\$452
Health Insurance Fee-Basic	2,185	1,093	1,093	2,185	1,093	1,093	2,185	\$10,927
Graduation Fee	-	-	-	-	-	-	160	\$160
<b>Totals</b>	<b>\$24,735</b>	<b>\$23,141</b>	<b>\$21,388</b>	<b>\$19,824</b>	<b>\$14,623</b>	<b>\$17,329</b>	<b>\$17,278</b>	<b>\$138,318</b>



# ELMFNP

## ENTRY LEVEL FAMILY NURSE PRACTITIONER PROGRAM

### NON-REFUNDABLE FEES & DEPOSITS

INITIAL FEES & DEPOSITS—Application fees and tuition deposits are non-refundable, even when the student withdraws in the first week of the term.

**Application Fee:** \$65 (Centralized Application Service Fee)

**Tuition Deposit:** \$350

### TUITION & FEES

Tuition	\$1,353	Unit
Student Body Fee	\$50	Annual
Lab Fee-Nursing 542-Nursing Skills I	\$400	Course
Lab Fee-Nursing 543-Nursing Skills II	\$400	Course
Lab Fee-Nursing 671-Advanced Physical Assessment	\$240	Course
HESI Testing Fee-Nursing 524 Fee	\$452	Course
Health Insurance Fee-Basic-Student Only	\$4,370	Annual
Graduation Fee	\$160	Final Semester

### TOTAL ESTIMATED COST OF PROGRAM

The information table listed below provides the estimated tuition and fees for attending Samuel Merritt University for the current academic year and an estimate for future semesters. **This cost analysis assumes a traditional, full-time track and does not take into account any annual tuition and fee increases, which become effective every summer. The rate of annual tuition increase assessed by the University in the last five years ranged from three percent to five percent. The average annual tuition increase assessed in the last five years is 3.90 percent.**

	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Total
	2017	2018	2018	2018	2019	2019	2019	2020	2020	2020	
Tuition	21,648	21,648	20,295	17,589	8,118	8,118	8,118	10,824	13,530	17,589	\$147,477
Student Body Fee	50	-	-	50	-	-	50	-	-	50	\$200
Lab Fee-Nursing 542	400	-	-	-	-	-	-	-	-	-	\$400
Lab Fee-Nursing 543	-	400	-	-	-	-	-	-	-	-	\$400
Lab Fee-Nursing 671	-	-	-	-	-	-	240	-	-	-	\$240
HESI Testing Fee-Nursing 524 Fee	452	-	-	-	-	-	-	-	-	-	\$452
Health Insurance Fee-Basic	2,185	1,093	1,093	2,185	1,093	1,093	2,185	1,093	1,093	2,185	\$15,298
Graduation Fee	-	-	-	-	-	-	-	-	-	160	\$160
Totals	\$24,735	\$23,141	\$21,388	\$19,824	\$9,211	\$9,211	\$10,593	\$11,917	\$14,623	\$19,984	\$164,627



## CASE MANAGEMENT PROGRAM

### NON-REFUNDABLE FEES & DEPOSITS

INITIAL FEES & DEPOSITS—Application fees and tuition deposits are non-refundable, even when the student withdraws in the first week of the term.

**Application Fee:** \$65 (Centralized Application Service Fee)

**Tuition Deposit:** \$350

### TUITION & FEES

Tuition	\$1,353	Unit
Student Body Fee	\$50	Annual
Health Insurance Fee-Basic-Student Only	\$4,370	Annual
Graduation Fee	\$160	Final Semester

### TOTAL ESTIMATED COST OF PROGRAM

The information table listed below provides the estimated tuition and fees for attending Samuel Merritt University for the current academic year and an estimate for future semesters. **This cost analysis assumes a traditional, full-time track and does not take into account any annual tuition and fee increases, which become effective every summer. The rate of annual tuition increase assessed by the University in the last five years ranged from three percent to five percent. The average annual tuition increase assessed in the last five years is 3.90 percent.**

	Fall	Spring	Summer	Fall	Total
	2017	2018	2018	2018	
Tuition	13,530	12,177	12,177	12,177	\$50,061
Student Body Fee	50	–	–	50	\$100
Health Insurance Fee-Basic	2,185	1,093	1,093	2,185	\$6,556
Graduation Fee	–	–	–	160	\$160
<b>Totals</b>	<b>\$15,765</b>	<b>\$13,270</b>	<b>\$13,270</b>	<b>\$14,572</b>	<b>\$56,877</b>



## CASE MANAGEMENT ONLINE PROGRAM

### NON-REFUNDABLE FEES & DEPOSITS

INITIAL FEES & DEPOSITS—Application fees and tuition deposits are non-refundable, even when the student withdraws in the first week of the term.

**Application Fee:** \$65 (Centralized Application Service Fee)

**Tuition Deposit:** \$350

### TUITION & FEES

Tuition	\$1,353	Unit
Student Body Fee	\$50	Annual
Health Insurance Fee-Basic-Student Only	\$4,370	Annual
Graduation Fee	\$160	Final Semester

### TOTAL ESTIMATED COST OF PROGRAM

The information table listed below provides the estimated tuition and fees for attending Samuel Merritt University for the current academic year and an estimate for future semesters. **This cost analysis assumes a traditional, full-time track and does not take into account any annual tuition and fee increases, which become effective every summer. The rate of annual tuition increase assessed by the University in the last five years ranged from three percent to five percent. The average annual tuition increase assessed in the last five years is 3.90 percent.**

	Fall	Spring	Summer	Fall	Total
	2017	2018	2018	2018	
Tuition	13,530	12,177	12,177	12,177	\$50,061
Student Body Fee	50	–	–	50	\$100
Health Insurance Fee-Basic	2,185	1,093	1,093	2,185	\$6,556
Graduation Fee	–	–	–	160	\$160
<b>Totals</b>	<b>\$15,765</b>	<b>\$13,270</b>	<b>\$13,270</b>	<b>\$14,572</b>	<b>\$56,877</b>



## FAMILY NURSE PRACTITIONER PROGRAM

### NON-REFUNDABLE FEES & DEPOSITS

INITIAL FEES & DEPOSITS—Application fees and tuition deposits are non-refundable, even when the student withdraws in the first week of the term.

**Application Fee:** \$65 (Centralized Application Service Fee)

**Tuition Deposit:** \$350

### TUITION & FEES

Tuition	\$1,353	Unit
Student Body Fee	\$50	Annual
Lab Fee-Nursing 671-Advanced Physical Assessment	\$240	Course
Health Insurance Fee-Basic-Student Only	\$4,370	Annual
Graduation Fee	\$160	Final Semester

### TOTAL ESTIMATED COST OF PROGRAM

The information table listed below provides the estimated tuition and fees for attending Samuel Merritt University for the current academic year and an estimate for future semesters. **This cost analysis assumes a traditional, full-time track and does not take into account any annual tuition and fee increases, which become effective every summer. The rate of annual tuition increase assessed by the University in the last five years ranged from three percent to five percent. The average annual tuition increase assessed in the last five years is 3.90 percent.**

	Fall	Spring	Summer	Fall	Spring	Total
	2017	2018	2018	2018	2019	
Tuition	9,471	10,824	14,883	13,530	17,589	\$66,297
Student Body Fee	50	-	-	50	-	\$100
Lab Fee-Nursing 671	-	240	-	-	-	\$240
Health Insurance Fee-Basic	2,185	1,093	1,093	2,185	2,185	\$8,741
Graduation Fee	-	-	-	-	160	\$160
Totals	\$11,706	\$12,157	\$15,976	\$15,765	\$19,934	\$75,538

# FNPONL

## FAMILY NURSE PRACTITIONER ONLINE PROGRAM

### NON-REFUNDABLE FEES & DEPOSITS

INITIAL FEES & DEPOSITS—Application fees and tuition deposits are non-refundable, even when the student withdraws in the first week of the term.

**Application Fee:** \$65 (Centralized Application Service Fee)

**Tuition Deposit:** \$350

### TUITION & FEES

Tuition	\$1,353	Unit
Student Body Fee	\$50	Annual
Health Insurance Fee-Basic-Student Only	\$4,370	Annual
Graduation Fee	\$160	Final Semester

### TOTAL ESTIMATED COST OF PROGRAM

The information table listed below provides the estimated tuition and fees for attending Samuel Merritt University for the current academic year and an estimate for future semesters. **This cost analysis assumes a traditional, full-time track and does not take into account any annual tuition and fee increases, which become effective every summer. The rate of annual tuition increase assessed by the University in the last five years ranged from three percent to five percent. The average annual tuition increase assessed in the last five years is 3.90 percent.**

	Fall	Spring	Summer	Fall	Spring	Total
	2017	2018	2018	2018	2019	
Tuition	12,177	12,177	10,824	14,883	16,236	\$66,297
Student Body Fee	50	—	—	50	—	\$100
Health Insurance Fee-Basic	2,185	1,093	1,093	2,185	2,185	\$8,741
Graduation Fee	—	—	—	—	160	\$160
<b>Totals</b>	<b>\$14,412</b>	<b>\$13,270</b>	<b>\$11,917</b>	<b>\$17,118</b>	<b>\$18,581</b>	<b>\$75,298</b>



## NURSE ANESTHESIA PROGRAM

### NON-REFUNDABLE FEES & DEPOSITS

INITIAL FEES & DEPOSITS—Application fees and tuition deposits are non-refundable, even when the student withdraws in the first week of the term.

**Application Fee:** \$65 (Centralized Application Service Fee)

**Tuition Deposit:** \$350

### TUITION & FEES

Tuition	\$1,353	Unit
Student Body Fee	\$50	Annual
Lab Fee-CRNA 651 Principles of Anesthesia I	\$240	Course
Lab Fee-CRNA 655 Principles of Anesthesia II	\$240	Course
Lab Fee-CRNA 657 Human Anatomy & Physiology	\$240	Course
Lab Fee-CRNA 664 Clinical Anesthesia V	\$240	Course
Health Insurance Fee-Basic-Student Only	\$4,370	Annual
Graduation Fee	\$160	Final Semester

### TOTAL ESTIMATED COST OF PROGRAM

The information table listed below provides the estimated tuition and fees for attending Samuel Merritt University for the current academic year and an estimate for future semesters. **This cost analysis assumes a traditional, full-time track and does not take into account any annual tuition and fee increases, which become effective every summer. The rate of annual tuition increase assessed by the University in the last five years ranged from three percent to five percent. The average annual tuition increase assessed in the last five years is 3.90 percent.**

	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Total
	2017	2018	2018	2018	2019	2019	2019	
Tuition	25,707	17,589	13,530	10,824	9,471	8,118	4,059	\$89,298
Student Body Fee	50	-	-	50	-	-	50	\$150
Lab Fee-CRNA 651	240	-	-	-	-	-	-	\$240
Lab Fee-CRNA 657	240	-	-	-	-	-	-	\$240
Lab Fee-CRNA 655	-	240	-	-	-	-	-	\$240
Lab Fee-CRNA 664	-	-	-	-	-	240	-	\$240
Health Insurance Fee-Basic	2,185	1,093	1,093	2,185	1,093	1,093	2,185	\$10,927
Graduation Fee	-	-	-	-	-	-	160	\$160
Totals	\$28,422	\$18,922	\$14,623	\$13,059	\$10,564	\$9,451	\$6,454	\$101,495





## DOCTOR OF NURSING PRACTICE PROGRAM

### NON-REFUNDABLE FEES & DEPOSITS

INITIAL FEES & DEPOSITS—Application fees and tuition deposits are non-refundable, even when the student withdraws in the first week of the term.

**Application Fee:** \$65 (Centralized Application Service Fee)

**Tuition Deposit:** \$350

### TUITION & FEES

Tuition	\$1,173	Unit
Health Insurance Fee-Basic-Student Only	\$4,370	Annual
Graduation Fee	\$300	Final Semester

### TOTAL ESTIMATED COST OF PROGRAM

The information table listed below provides the estimated tuition and fees for attending Samuel Merritt University for the current academic year and an estimate for future semesters. **This cost analysis assumes a traditional, full-time track and does not take into account any annual tuition and fee increases, which become effective every summer. The rate of annual tuition increase assessed by the University in the last five years ranged from three percent to five percent. The average annual tuition increase assessed in the last five years is 3.90 percent.**

	Fall	Spring	Summer	Fall	Spring	Summer	Total
	2017	2018	2018	2018	2019	2019	
Tuition	7,038	7,038	8,211	7,038	5,865	7,038	\$42,228
Health Insurance Fee-Basic	2,185	1,093	1,093	2,185	1,093	1,457	\$9,106
Graduation Fee	-	-	-	-	-	300	\$300
Totals	\$9,223	\$8,131	\$9,304	\$9,223	\$6,958	\$8,795	\$51,634

# FNP DNP

## POST BACCALAUREATE FAMILY NURSE PRACTITIONER DOCTOR OF NURSING PRACTICE PROGRAM

### NON-REFUNDABLE FEES & DEPOSITS

INITIAL FEES & DEPOSITS—Application fees and tuition deposits are non-refundable, even when the student withdraws in the first week of the term.

**Application Fee:** \$65 (Centralized Application Service Fee)

**Tuition Deposit:** \$350

### TUITION & FEES

Tuition	\$1,173	Unit
Student Body Fee	\$50	Annual
Lab Fee-Nursing 671-Advanced Physical Assessment	\$240	Course
Health Insurance Fee-Basic-Student Only	\$4,370	Annual
Graduation Fee	\$300	Final Semester

### TOTAL ESTIMATED COST OF PROGRAM

The information table listed below provides the estimated tuition and fees for attending Samuel Merritt University for the current academic year and an estimate for future semesters. **This cost analysis assumes a traditional, full-time track and does not take into account any annual tuition and fee increases, which become effective every summer. The rate of annual tuition increase assessed by the University in the last five years ranged from three percent to five percent. The average annual tuition increase assessed in the last five years is 3.90 percent.**

	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Total
	2017	2018	2018	2018	2019	2019	2019	2020	2020	2020	2021	
Tuition	10,557	7,038	10,557	7,038	8,211	9,384	10,557	7,038	8,211	7,038	7,038	\$92,667
Student Body Fee	-	50	-	-	50	-	-	50	-	-	50	\$200
Lab Fee-Nursing 671	-	-	-	-	240	-	-	-	-	-	-	\$240
Health Insurance Fee-Basic	1,093	2,185	1,093	1,093	2,185	1,093	1,093	2,185	1,093	1,093	2,185	\$16,391
Graduation Fee	-	-	-	-	-	-	-	-	-	-	300	\$300
Totals	\$11,650	\$9,273	\$11,650	\$8,131	\$10,686	\$10,477	\$11,650	\$9,273	\$9,304	\$8,131	\$9,573	\$109,798



## DOCTOR OF OCCUPATIONAL THERAPY PROGRAM

### NON-REFUNDABLE FEES & DEPOSITS

INITIAL FEES & DEPOSITS—Application fees and tuition deposits are non-refundable, even when the student withdraws in the first week of the term.

**Application Fee:** \$140 (Centralized Application Service Fee)

**Tuition Deposit:** \$350

### TUITION & FEES

Tuition	\$40,250	Annual
Student Body Fee	\$50	Annual
Lab Fee-OT610 Anatomical Physiological I	\$240	Course
Health Insurance Fee-Basic-Student Only	\$4,370	Annual
Graduation Fee	\$300	Final Semester

### TOTAL ESTIMATED COST OF PROGRAM

The information table listed below provides the estimated tuition and fees for attending Samuel Merritt University for the current academic year and an estimate for future semesters. **This cost analysis assumes a traditional, full-time track and does not take into account any annual tuition and fee increases, which become effective every summer. The rate of annual tuition increase assessed by the University in the last five years ranged from three percent to five percent. The average annual tuition increase assessed in the last five years is 3.90 percent.**

	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Total
	2017	2018	2018	2018	2019	2019	2019	2020	2020	
Tuition	13,417	13,417	13,418	13,417	13,417	13,418	13,417	13,417	13,418	\$120,756
Student Body Fee	50	-	-	50	-	-	50	-	-	\$150
Lab Fee-OT 610	240	-	-	-	-	-	-	-	-	\$240
Health Insurance Fee-Basic	2,185	1,093	1,093	2,185	1,093	1,093	2,185	1,093	1,457	\$13,477
Graduation Fee	-	-	-	-	-	-	-	-	300	\$300
Totals	\$15,892	\$14,510	\$14,511	\$15,652	\$14,510	\$14,511	\$15,652	\$14,510	\$15,175	\$134,923



## DOCTOR OF PHYSICAL THERAPY PROGRAM

### NON-REFUNDABLE FEES & DEPOSITS

INITIAL FEES & DEPOSITS—Application fees and tuition deposits are non-refundable, even when the student withdraws in the first week of the term.

**Application Fee:** \$140 (Centralized Application Service Fee)

**Tuition Deposit:** \$350

### TUITION & FEES

Tuition	\$49,459	Annual
Electives-Optional	\$353	Unit
Student Body Fee	\$50	Annual
Lab Fee-DPT 723-Gross Anatomy I	\$240	Course
Lab Fee-DPT 725-Gross Anatomy II	\$240	Course
Health Insurance Fee-Basic-Student Only	\$4,370	Annual
Graduation Fee	\$300	Final Semester

### TOTAL ESTIMATED COST OF PROGRAM

The information table listed below provides the estimated tuition and fees for attending Samuel Merritt University for the current academic year and an estimate for future semesters. **This cost analysis assumes a traditional, full-time track and does not take into account any annual tuition and fee increases, which become effective every summer. The rate of annual tuition increase assessed by the University in the last five years ranged from three percent to five percent. The average annual tuition increase assessed in the last five years is 3.90 percent.**

	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Total
	2017	2018	2018	2018	2019	2019	2019	2020	2020	
Tuition	16,486	16,486	16,487	16,486	16,486	16,487	16,486	1,500	-	\$116,904
Student Body Fee	50	-	-	50	-	-	50	-	-	\$150
Lab Fee-PT 723	240	-	-	-	-	-	-	-	-	\$240
Lab Fee-PT 725	-	240	-	-	-	-	-	-	-	\$240
Health Insurance Fee-Basic	2,185	1,093	1,093	2,185	1,093	1,093	2,185	1,093	1,093	\$13,113
Graduation Fee	-	-	-	-	-	-	-	-	300	\$300
Totals	\$18,961	\$17,819	\$17,580	\$18,721	\$17,579	\$17,580	\$18,721	\$2,593	\$1,393	\$130,947



## MASTER PHYSICIAN ASSISTANT PROGRAM

### NON-REFUNDABLE FEES & DEPOSITS

INITIAL FEES & DEPOSITS—Application fees and tuition deposits are non-refundable, even when the student withdraws in the first week of the term.

**Application Fee:** \$175 (Centralized Application Service Fee)

**Tuition Deposit:** \$350

### TUITION & FEES

Tuition	\$49,459	Annual
Student Body Fee	\$50	Annual
Lab Fee-PA 601 Gross Anatomy	\$240	Course
Lab Fee-PA 629 Clinical Skills	\$240	Course
Health Insurance Fee-Basic Student Only	\$4,370	Annual
Graduation Fee	\$160	Final Semester

### TOTAL ESTIMATED COST OF PROGRAM

The information table listed below provides the estimated tuition and fees for attending Samuel Merritt University for the current academic year and an estimate for future semesters. **This cost analysis assumes a traditional, full-time track and does not take into account any annual tuition and fee increases, which become effective every summer. The rate of annual tuition increase assessed by the University in the last five years ranged from three percent to five percent. The average annual tuition increase assessed in the last five years is 3.90 percent.**

	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Total
	2017	2018	2018	2018	2019	2019	2019	
Tuition	16,486	16,486	16,487	16,486	16,486	16,487	-	\$98,918
Student Body Fee	50	-	-	50	-	-	50	\$150
Lab Fee-PA 601	240	-	-	-	-	-	-	\$240
Lab Fee-PA 629	-	-	-	240	-	-	-	\$240
Health Insurance Fee-Basic	2,185	1,093	1,093	2,185	1,093	1,093	2,185	\$10,927
Graduation Fee	-	-	-	-	-	-	160	\$160
Totals	\$18,961	\$17,579	\$17,580	\$18,961	\$17,579	\$17,580	\$2,395	\$110,635



## DOCTOR OF PODIATRIC MEDICINE PROGRAM

### NON-REFUNDABLE FEES & DEPOSITS

INITIAL FEES & DEPOSITS—Application fees and tuition deposits are non-refundable, even when the student withdraws in the first week of the term.

**Application Fee:** \$160 (Centralized Application Service Fee)

**Tuition Deposit:** \$1,000

### TUITION & FEES

Tuition	\$41,451	Annual
Student Body Fee	\$50	Annual
CPMSA Association Fee	\$205	Annual
Instrument Fees	\$2,430	1st Semester
Lab Fee-1st & 2nd Year	\$160	Annual
APMLE Examination Fee-2nd & 4th Year	\$900	Not paid to SMU
CSPE Examination Fee-4th Year	\$1,230	Not paid to SMU
Health Insurance Fee-Basic Student Only	\$4,370	Annual
Graduation Fee	\$300	Final Semester

### TOTAL ESTIMATED COST OF PROGRAM

The information table listed below provides the estimated tuition and fees for attending Samuel Merritt University for the current academic year and an estimate for future semesters. **This cost analysis assumes a traditional, full-time track and does not take into account any annual tuition and fee increases, which become effective every summer. The rate of annual tuition increase assessed by the University in the last five years ranged from three percent to five percent. The average annual tuition increase assessed in the last five years is 3.90 percent.**

	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Total
	2017	2018	2018	2018	2019	2019	2019	2020	2020	2020	2021	
Tuition	20,726	20,725	13,817	13,817	13,817	13,817	13,817	13,817	13,817	13,817	13,817	\$165,804
Student Body Fee	50	-	-	50	-	-	50	-	-	50	-	\$200
CPMSA Fee	205	-	-	205	-	-	205	-	-	205	-	\$820
Lab Fee	80	80	53	53	54	-	-	-	-	-	-	\$320
Instrument Fees	2,430	-	-	-	-	-	-	-	-	-	-	\$2,430
Health Insurance Fee-Basic	2,185	1,093	1,093	2,185	1,093	1,093	2,185	1,093	1,093	2,185	2,185	\$17,483
APMLE Examination Fee-2nd & 4th Year	-	-	-	900	-	-	-	-	-	900	-	\$1,800
Graduation Fee	-	-	-	-	-	-	-	-	-	-	300	\$300
Totals	\$25,676	\$21,898	\$14,963	\$17,210	\$14,964	\$14,910	\$16,257	\$14,910	\$14,910	\$17,157	\$16,302	\$189,157



## MISCELLANEOUS FEES AND MORE

### PREREQUISITE BASIC SCIENCE COURSES

Anatomy (BSCI 015)	\$600	Unit
Anatomy (BSCI 016)	\$600	Unit
Pharmacology (NRSG 118)	\$600	Unit
Pathophysiology (NRSG 119)	\$600	Unit
Physiology (BSCI 025)	\$600	Unit
Physiology Lab (BSCI 026)	\$600	Unit

### MISCELLANEOUS FEES

Transcript Fee (5-10-day Request)	\$5	Transcript
Transcript Fee (24-hour Request)	\$15	Transcript
Return Check Fee	\$15	Item
Challenge Fee/Audit Fee (Theory)	\$100	Course
Challenge Fee/Audit Fee (Clinical)	\$150	Unit
Synthesis Continuation Fee	\$100	Semester

## PAYMENT OF TUITION AND FEES

### PAYMENT OPTIONS

Payments can be made by cash, check, credit card (Visa and MasterCard only), to <https://smurf.samuelmerritt.edu> and/or payment plan. Payment plan information is available by contacting the Business Office at 510.869.6731 or by e-mail at [studentaccounts@samuelmerritt.edu](mailto:studentaccounts@samuelmerritt.edu). Please note that all checks should be made payable to Samuel Merritt University. Mail or deliver checks to Samuel Merritt University, Attn: Business Office, 3100 Telegraph Ave, Suite 1110, Oakland, CA 94609.

### PAYMENT PLANS

Payment plans are available each semester at 0% interest and \$0 set up fee. If you are interested in setting up a payment plan, email [studentaccounts@samuelmerritt.edu](mailto:studentaccounts@samuelmerritt.edu) or call 510.869.6731. You may also visit our website at [http://www.samuelmerritt.edu/business\\_office/payment\\_plans](http://www.samuelmerritt.edu/business_office/payment_plans) which gives further information on SMU payment plans.

### NONPAYMENT OF PAYMENT PLANS

If two consecutive monthly payments are missed, SMU reserves the right to cancel the payment plan. Any payments made on the payment plan before or after termination will be applied to the student's account. Any overpayments made will be refunded according to the University refund process. Once a payment plan has been cancelled due to delinquent payment, the normal Samuel Merritt University regulations and payment schedules will apply. **Payment plans terminated due to delinquent status may not be reinstated for subsequent semesters.**

### DUE DATES

Tuition is billed at least 30 days in advance of each semester and is due and payable before the first day of each semester. Tuition and fee payments must be received on the due date, at the close of the business, to be considered paid on time. Students who have been approved for financial aid and do not see their "Anticipated Aid" on SMURF, should consult the Financial Aid Office at 510.869.1590.

### LATE FEE

All students—Late Charge Fee 1%/month

The University will assess a 1% late payment fee on any account per month on any account that remains unpaid after the payment due date. Students who do not have an active Payment Plan, Financial Aid, Active Payment Plan or 3rd Party Billing to cover their student account, will incur a 1% late charge fee on the unpaid balance. The 1% late charge fee will incur each month until the balance is paid in full or arrangements have been made with the Business Office.

### CREDITS ON STUDENT ACCOUNTS

With the exception of tuition deposits, credit balances will be disbursed to the student as soon as possible, but no later than 14 days after the first day of class or 14 days from the date the credit balance occurs.

### NONPAYMENT OF TUITION AND FEES

In order to receive clearance from the Business Office, the student must either have paid all amounts owed or present proof that the outstanding amounts will be covered by financial aid or 3rd party billing. Students who have an unpaid balance with SMU may not register for subsequent terms. A "hold" will be placed on the students' account and a 1% monthly late fee will accrue until payment, in full, is received. Students with poor payment histories are required to pay, in full, at the time of registration for any charges related to tuition and fees.

Transcripts & diplomas will not be issued to a current or a former student, with past due tuition balance, and/or past-due balances on Federal Perkins, Federal Nursing and/or Federal HPSL Loans. Samuel Merritt University will assign delinquent accounts to collection agencies. Samuel Merritt University

further reserves the right to recover all costs involved with collection due to nonpayment of the outstanding balance. Reasonable collection costs up to 30% on the first agency referral and 40% on the second agency referral resulting from failure to pay may be incurred and will be the responsibility of the student. Clearance from the Business Office is required in order to register for each semester.

### 3RD PARTY BILLING

For 3rd party or outside agency billing, which may pay all or part of your tuition and fees, submit all paperwork to the Business Office. If you have additional questions on this process, please contact Tami Bechtle, Bursar, [tbechtle@samuelmerritt.edu](mailto:tbechtle@samuelmerritt.edu) 510.869.6702.

## ADDITIONAL TUITION INFORMATION FOR THE FOLLOWING PROGRAMS

Master Physician Assistant (**MPA**), Master Occupational Therapy (**MOT**), Doctor of Occupational Therapy (**OTD**), Doctor Podiatric Medicine (**DPM**), Doctor Physical Therapy (**DPT**), Accelerated Bachelor of Science Nursing (**ABSN**), Doctor of Nursing Practice (**DNP**), Post-Baccalaureate Doctor of Nursing Practice (**FNPDP**):

**MPA Program**—Tuition for this program is billed at the program rate, amortized over six semesters in equal installments and no tuition in the seventh semester.

**MOT Program**—Tuition for this program is billed at the program rate, amortized over six semesters in equal installments and no tuition in the seventh semester.

**OTD Program**—Tuition for this program is billed at the annual program rate, amortized over nine semesters in equal installments.

**DPT Program**—Tuition for this program will be billed in the following method:

Semesters One through Six are billed at the annual program rate and amortized over six semesters in equal installments. Tuition for the Seventh semester; is 1/3 of the annual tuition cost. For semester Eight, an internship fee is charged and for semester Nine, there is no tuition.

**DPM Program**—Tuition for this program is billed at the annual program rate: Year 1 is amortized over two semesters: Years 2, 3, & 4 are amortized over three semesters. This program has annual tuition increases effective Summer of each year.

**ABSN Program**—Tuition for this program is billed at the annual program rate and amortized over three semesters in equal installments. This program has annual tuition increases effective Summer of each year. See ABSN Financial Information "Location Start and End Dates."

## REFUND OF FEDERAL AID (TITLE IV FUNDS)

The financial aid a student may keep is determined by the percentage of the term completed in days. For example, if a student withdraws from all classes on the 20th day of attendance of an academic term with one hundred (100) days, twenty percent (20%) of financial aid is considered earned and eighty percent (80%) is refunded to the appropriate student financial aid agency. This applies until sixty percent (60%) of the term is earned. When more than sixty percent (60%) of a term is earned, no federal funds must be refunded.

Note: it is possible for a student to be responsible for one hundred percent (100%) of tuition charges but have "earned" only a portion of financial aid. For example, if a student withdraws after the 18th day of attendance in a term with 72 days and the withdrawal day is also the 5th week of class, no tuition refund is due the student; however, the student who earned only 25% of financial aid is responsible for a balance equal to 75% of tuition. Students should consult with the financial aid office.

## SAMUEL MERRITT UNIVERSITY TUITION REFUND

### FALL, SPRING, SUMMER SEMESTERS

- 1st week 85% tuition refunded
- 2nd week 80% tuition refunded
- 3rd week 75% tuition refunded
- 4th week 75% tuition refunded
- 5th–end 0% tuition refunded

**NOTE: THE ABOVE SCHEDULE IS BASED ON THE DATE THE OFFICIAL NOTICE OF WITHDRAWAL IS RECEIVED BY THE REGISTRAR.**

### ADDITIONAL NOTATION

Some programs at Samuel Merritt University are sequential in nature; therefore students must receive clearance from the department chair to be classified as part time. Students who qualify and are classified as part time, will be billed at the current per-unit rate for each semester.

## LOA/WD/DISMISSAL— ADDITIONAL INFORMATION

Students who take a leave of absence, withdraw or are dismissed from Samuel Merritt University programs for any reason, will owe for current semester units and units completed in prior semesters at the current per unit rate. These programs are sequential in nature; therefore, re-admitted students will be charged and billed at the current per-unit rate for the remainder of their matriculation.

## OVERLOAD

Undergraduate students in good academic standing may request to enroll in more than 17.5 units in any semester, with Registrar's approval.

## COURSE REPETITION

In the event that a student repeats a course for any reason, the student will be charged the tuition and fees in effect at the time the course is repeated.

## REFUNDS FOLLOWING GRIEVANCE

If the dismissal is upheld, the effective date will be the end of the previous term. At the point of dismissal, all eligible financial aid will be returned to the appropriate financial aid agency.

## REFUND POLICY— WITHDRAWAL/LEAVE OF ABSENCE

If the student is withdrawing or taking a leave of absence from the University, the student must complete the online withdrawal/LOA form to request a refund. Once the online withdrawal from the University form is completed, all necessary SMU offices will automatically be notified. Refunds are based upon the schedules on the previous page. Fees are generally non-refundable. The University must follow current federal regulations in effect for students who receive Title IV (federal) financial aid. Students may petition for an exception to the refund policy. Students who wish to petition for an exception to the refund policy, may do so by submitting an email of explanation and any verification documents to [studentaccounts@samuelmerritt.edu](mailto:studentaccounts@samuelmerritt.edu).

# FINANCIAL ASSISTANCE

## FINANCIAL AID

Samuel Merritt University maintains a Financial Aid Office to assist those students who require financial aid to pursue their higher education. Every effort is made to see that no student is denied access to the University because of inability to meet educational expenses. Financial aid is awarded in the form of scholarships, grants, loans, and employment (work study). All financial aid recipients are expected to maintain satisfactory academic progress. Undergraduate students must be enrolled in 10 semester units per term

(12 units for the PELL and Cal Grant programs) to be considered for full financial aid. Undergraduate students enrolled in at least six semester units per term are eligible for consideration for partial financial aid. Graduate students must be enrolled in six (6) semester units per term to be considered for full financial aid. Graduate students enrolled in at least three semester units per term are eligible for consideration for partial financial aid. Should a financial aid recipient drop below the minimum academic load, the unearned portion of the financial aid award must be refunded.

Counseling and information are available by appointment. Literature and application forms are available in the Campus Service Center and will be mailed upon request. In addition, financial aid staff offer counseling at open houses held at the University.

A number of grants, loans, and scholarships are available for students. For specific information or how to apply, please contact the Financial Aid Office at 510.869.1550.

## APPLYING FOR FINANCIAL ASSISTANCE

The following forms and data must be on file to apply:

- // The Free Application for Federal Student Aid (FAFSA) must be filed with the processing center by the date specified.
- // Students interested in applying for the State Cal Grant program must also submit the Grade Point Average Verification Form to the California Student Aid Commission by the March deadline.

The Free Application for Federal Student Aid (FAFSA) must be filed with the processing center by the date specified.

Students interested in applying for the State Cal Grant program must also submit the Grade Point Average Verification Form to the California Student Aid Commission by the March deadline.

# SATISFACTORY ACADEMIC STATUS (SAP)

Section 484(a)(2) of the Higher Education Act of 1965 requires a student to be making Satisfactory Academic Progress (SAP) in order to be eligible for any Title IV federal student aid. Students are evaluated on the basis of credit hour completion, maximum time frame limitation and GPA. Students receiving financial aid are required to make satisfactory progress toward their degree objectives. The specific definition of satisfactory progress varies from one curriculum to another. Students in each component are held to meeting both qualitative and quantitative standards for financial aid eligibility.

SAP will be reviewed after the end of each grading period, as defined by the component's academic division.

- // Students not meeting SAP for the first time will be placed on SAP Warning, and given their next enrolled term as a probationary period in which financial aid eligibility will continue.

// If SAP requirements are met in the next review, eligibility for financial aid will be restored for the following academic period.

// If SAP requirements are not met in the next review, eligibility will be discontinued the student will be placed on SAP Probation. Students must submit an Appeal (see SAP Appeal Process in this section) or continue without financial aid funding until SAP is met.

## QUALITATIVE MEASUREMENT

The Financial Aid Office has established parameters for minimum GPA in accordance with federal regulations that require students to maintain a 2.0 (C average) cumulative GPA.

The SMU Registrar supplies all qualitative measurements used by the Financial Aid Office to determine a student's status in regards to SAP. GPA calculation is determined by the Registrar Office and pursuant to their policies which include calculations involving incomplete and repeated coursework.

## QUANTITATIVE MEASUREMENT

A student will be permitted a time limit of eligibility for financial aid according to the following table:

### Quantitative Measure—Period Of Time To Complete Program

Degree	Standard (Years)	150% Maximum (Years)
POD	4	6
DPT	3.5	5.25
DNP	2	3
PP-FNP	1.6	2.4
PP-CM	1.6	2.4
OT	2	3
PA	2.33	3.5
ELM-CM	2.33	3.5
ELM-FNP	2	4
FNP-DNP	3.5	5.5
CRNA	2.33	3.5
ABSN	1	1.5
BSN 2+2	2	3

A student registering for less than full-time enrollment will be allowed additional time of eligibility based upon a proportion of the actual registered hours since the time of first

enrollment, as compared with normal full-time hours for the same time period. A student failing to meet this standard will be suspended from financial aid eligibility.

Time spent completing approved transfer credits have been taken into consideration in the determination of the maximum period of time to complete programs at SMU. Due to the nature of the some health professions programs, prerequisite coursework from educational institutions other than SMU is required for admission. Thus transfer credits are not a factor in the components calculation of the standard length of time to complete the degree. Therefore the time frames given above are only in relation to enrollment at SMU.

A student must complete at least sixty-seven percent (67%) of the total credit hours enrolled in the respective increment (academic period between SAP evaluations) under review. Incomplete coursework includes receiving failing grades, withdrawals and incompletes.

## FINANCIAL AID PROBATION

Any student failing to meet the qualitative or quantitative requirements will be placed on financial aid probation and notified by email or letter of this status by the Financial Aid Office. A student placed on probation for financial aid eligibility must, by the end of the following grading period, attain the standing specified for satisfactory academic progress. Failure to do so will result in suspension of Federal Title IV and State student financial aid eligibility.

## SAP APPEAL PROCESS

Students who wish to appeal their SAP decision, should meet with the Associate Director or Director of Financial Aid and obtain the SAP appeal form. This form must be submitted along with the following documents within 15 days of meeting with Financial Aid.

- 1) A written explanation of the special circumstances (e.g., date of the event, health reasons, death of relative, other type of undue hardships).
- 2) Any supporting documentation:
  - Health reasons — Include medical documentation (physician's note, copy of medical bills, etc.)
  - Death of an immediate family member — Include a copy of the death certificate.
  - Undue hardship — Include document from a third party professional (instructor, counselor, clergy, court records, etc.) who can verify your claim.
- 3) Written statement on academic plan moving forward.

Once the Financial Aid Office has received and reviewed the above documentation, we will carefully evaluate your past academic performance as well as your written explanation to determine if Federal Student Aid funds can be reinstated. All students will be notified in writing of the decision.





## REINSTATEMENT OF TITLE IV FINANCIAL AID ELIGIBILITY

It is the student's responsibility to present evidence to the Financial Aid Office at the time he or she has met minimum requirements for reinstatement of Federal Title IV and State student financial aid.

A student seeking to re-establish eligibility of Title IV student financial aid may do so by:

- // Achieving the required standards over time.
- // Appealing the financial aid decision.

## CONSEQUENCES OF DENIAL OF APPEAL

Students who do not maintain satisfactory academic progress and whose appeal is denied lose eligibility for Federal Title IV and State student financial aid for the entire grading period, as defined by the component's academic division.

## VETERANS EDUCATION BENEFITS

The Veterans Administration and the State Department of Education have approved Samuel Merritt University to certify enrolled veterans for education benefits and tutorial assistance. A veteran or eligible person who is interested in obtaining education benefits or tutorial assistance should contact the Office of the Registrar for applications and information. Veterans and eligible persons should be aware they are subject to the VA approved "Standards of Progress" while receiving benefits.

Details and procedures are available from: VA Regional Processing Office, PO Box 8888, Muskogee, OK 74402-8888, Telephone: 1.800.827.1000 or 1.888.GIBILL.1 (1.888.442.4551). Website: [www.gibill.va.gov](http://www.gibill.va.gov) or [www.va.gov](http://www.va.gov).

## VETERAN'S POLICY STATEMENT

1. Evaluation of previous education/training CFR 21.4253(d)(3): Samuel Merritt University will conduct an evaluation of previous education and training, grant appropriate credit, shorten the veteran or eligible person's duration of the course proportionately, and notify the VA and student accordingly.
2. Standards of progress CFR §21.4253(d)(1)(i) A veteran or eligible person who remains on probation for grade point deficiency below a 2.0 cumulative GPA beyond two semesters will have his/her/hir veteran's benefits discontinued and any further certification of benefits interrupted. A 3.0 cumulative GPA must be maintained for the MSN program with respect to this policy.

# ACADEMIC POLICIES

*Please also refer to your department handbook for more information.*

## ACADEMIC ADVISING

Most students are assigned an academic advisor who will assist him/her in identifying academic needs, assessing strengths and weaknesses, and in fulfilling educational goals. Academic advisors may work with students in degree planning in some programs, provide general academic counseling, advise on adherence to academic requirements and regulations, suggest strategies for study skill enhancement, offer career counseling, and provide referral to University resources as necessary. Academic advisors are assigned by the academic departments and are recorded by the Registrar.

## ACCESS TO RECORDS

Currently enrolled and former students may review their academic records by appointment with the Registrar. Qualified personnel are available to assist students in interpreting their records. The student must provide a written consent for the release of records. Standard release forms are available in the Office of the Registrar. Policies and procedures for implementation of the Privacy Act of 1974 are available in the Office of the Registrar.

## ATTENDANCE

Regular classroom attendance is expected and essential for successful academic achievement. Faculty may elect to establish attendance policies, including the assignment of a failing grade for excessive absences. Students are responsible for all work missed because of absences and must make arrangements with their instructors to make up work. Make-up work for unexcused absences, including missed examinations, is at the discretion of the faculty member.

Attendance is required at all clinical assignments. These clinical experiences may include, but are not limited to, direct client care, skills labs, and observational experiences. The clinical experience is necessary for application of knowledge and skills, as well as for socialization to the professional role. A student is expected to give timely notice

of any absence to his/her instructor and to the clinical site, when appropriate. Unexcused absences may be interpreted as failure to meet course objectives and may result in a clinical grade of unsatisfactory for the course. See also specific department requirements.

## AWARD OF ACADEMIC CREDIT

Applicants with previous education and/or experience in healthcare fields may be eligible for transfer or challenge credit. Audit, challenge and transfer credit may not be used to satisfy the residency requirement.

## ADVANCED STANDING CREDIT FOR POST-PROFESSIONAL GRADUATE PROGRAMS

Post-professional graduate programs may award advanced standing credit to students who have completed a formal post-professional course of study in a program accredited by a specialized accreditation agency. Advanced placement credits will be posted to the transcript only after completion of all other required coursework in residence. Award of such credit will be made at the discretion of the program; however, the following criteria must be met for advanced standing in the master's degree program:

1. Total hours awarded as advanced standing credit shall be determined by the program; however, the student must complete a minimum of 18 hours of additional Samuel Merritt University coursework for the master's degree as outlined by the department/program.
2. The applicant must be in active clinical practice in the advanced practice specialty as evidence of currency in the specialty for which award of credit has been made.
3. The applicant must hold and maintain current certification/recertification in an advanced practice clinical specialty at the time of admission and throughout the program.
4. Advanced standing credit toward the Master's degree will be awarded only to students holding a bachelor's degree in a related field or in a degree acceptable to the department faculty.



## TRANSFER CREDIT

Courses taken at a regionally accredited institution may be transferred with approval from the department chair or program director who will determine that the transfer course fulfills the content and course objectives of the University's requirement. **All courses submitted for transfer credit must have been completed prior to admission to Samuel Merritt University.** The student must have received a minimum grade of "C" in undergraduate and professional program courses, or "B" in post-professional courses. Transfer credit is limited to nine semester units.

Procedure for the evaluation of transfer credit:

1. Student submits the online transfer credit petition and course syllabus.
2. The online petition is automatically routed to the student's department chair to review and approve or deny transfer credit.
3. The petition is then routed to the Registrar's Office to add the approved credit to the student's transcript, and the student is notified. Approved transfer credit is added to the student's academic record and is calculated into the student's cumulative grade point average at Samuel Merritt University.

## CHALLENGE CREDIT

Currently enrolled students and/or applicants to any program may petition to challenge by examination knowledge and skills obtained through previous education and/or work experience which cannot be documented as transfer credit. Enrolled students must be in good academic standing to be eligible for a challenge examination. A course can be challenged only once, and a student cannot challenge a course he or she previously completed unsuccessfully. The units and grades earned as a result of a successful challenge will be recorded on the official transcript and will show as credit by examination. Unsuccessful challenge results will not be recorded. All challenge petitions must be filed by the end of the fourth week of the semester.

All challenge fees are non-refundable and are to be paid at the time the petition is filed with the Office of the Registrar. The student obtains a petition form from the Office of the Registrar and receives approval from the appropriate department chair or program director and faculty member. The student returns the signed petition to the Registrar and pays the fee to the Business Office. In a Nursing course involving both theory and clinical components, the theory component must be completed successfully before the clinical challenge is attempted.

Fees will be assessed for challenge credit, \$150/unit, applicable to either didactic or clinical coursework. For those students challenging coursework ONLY in the Case Management Online Program, please refer to the program handbook for further details for both the expanded procedure to obtain challenge credit and a revised fee schedule.

## GRADES, GRADE REPORTS, GRADING

### GRADING, ALL PROGRAMS

Each school, department or program is responsible for establishing and providing to its students both a progression policy and a grading policy. Under no circumstances will any form of "D" or "F" or "U" be considered a passing grade for any course or clinical experience in University programs. At the end of each semester a student's work in each course is evaluated and assigned a grade. Samuel Merritt University recognizes the following letter grades and assigns point value as listed below:

Grade	Description	Value
A		4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7
C+		2.3
C		2.0
C-		1.7
D+		1.3
D		1.0
D-		0.7
F		0
I	Incomplete	Not computed
IP	In Progress	Not computed
P*	Pass	Not computed
S	Satisfactory	Not computed
U	Unsatisfactory	0
W	Withdrawal	Not computed
Z	Audit	Not computed

\*May be used only if designated in the catalog course description or by petition

### PLUS/MINUS GRADING

Each school, department, and program shall determine to what extent and under what circumstances plus/minus grading is used. If used, a plus adds three-tenths (.3) to the grade point value up to a maximum of four grade points, while a minus reduces the grade point value by three-tenths (.3).

### GRADE REPORTS

The faculty report final grades to the Registrar. Final grades for all terms are available on SMURF within two weeks after grades are received. Grades are released only directly to students. Grades are not disclosed over the telephone.

## GRADE CHANGES

Final grades are permanent with the exception of "I" (incomplete) and "IP" (in progress) and are to be changed only in the case of error in computation or recording. The student may not submit additional work, rewrite papers, nor make up or retake examinations to improve a grade which has been officially recorded in the Office of the Registrar. All grade change requests must be submitted to the instructor within the first two weeks of the next full semester after the grade was assigned. Once this period has passed, no grade changes will be made. The student may appeal the denial of a grade change request by following the Grievance Policy and Procedures listed in this *Catalog/Handbook*.

## INCOMPLETE GRADES

A grade of "I" or "incomplete" may be assigned by the faculty member when the student's work is substantially complete yet incomplete due to circumstances beyond the student's control. A petition for an incomplete must be initiated by the student, and approved in writing by the faculty member, prior to the deadline for the submission of the term grades. It is not the responsibility of the faculty member to petition for an incomplete grade, but an instructor may originate an incomplete grade if the student is unable to do so and has specifically requested an incomplete grade from the instructor. The petition must include the reason for the incomplete grade, the coursework to be completed, and the deadline for submitting the work. The student must satisfactorily complete the work prior to the end of the next semester in which the course is offered.

Upon completion of the coursework, the instructor may submit a change of grade form to the Office of the Registrar. An incomplete grade not changed by the due date will be changed to a "F." An extension of the due date, not to exceed one semester, may be requested for extraordinary reasons. An incomplete grade, even when cleared, is part of the student's academic record. An incomplete grade may be used to satisfy prerequisite requirements at the discretion of the appropriate department chair.

## ACADEMIC DIFFICULTY

If a student receives a deficient grade, it is strongly recommended that the student seek assistance from the faculty of record or his/her academic advisor to develop a plan for success. The University strongly advises students to take advantage of the following services: academic advising, tutorial services, and workshops on study skills, time management, and test taking. In addition, Enrollment and Student Services offers academic support services and the Library maintains excellent tutorial materials.

## AUDIT

### UNDERGRADUATE

Audit is a contract to attend theory classes without active participation, e.g., discussion, seminars, exams and handouts. Audits are permitted only when space is available in the class. Full-time students may audit one course per term. No credit is received for the audited course. Upon completion of the course, a grade of "Z" for audit is recorded on the permanent transcript. Audited courses may not be used to satisfy the residency requirement. A student may not challenge a previously audited course.

Audit petitions are available on the Samuel Merritt University website ([www.samuelmerritt.edu](http://www.samuelmerritt.edu)). Audit petitions must be filed with the Registrar's Office during the first two weeks of the term. Please refer to audit fees on page 132.

### GRADUATE

A graduate student may audit a non-clinical course with the approval of the department chair. The auditor may receive handouts but does not participate actively in discussion or take exams and, therefore, does not receive formal credit. Audits are permitted only when space is available in that class. A student may not challenge a previously audited course.

Audit petitions are available on the Samuel Merritt University website ([www.samuelmerritt.edu](http://www.samuelmerritt.edu)). Audit petitions must be filed with the Registrar's Office during the first two weeks of the term. Please refer to audit fees on page 132.

## REPEATING A COURSE

### UNDERGRADUATE

The grade achieved in a repeated course does not replace the original grade on the transcript. Only the most recent grade, however, will be used in computing the cumulative grade point average. Refer to the section on Undergraduate Progression and Graduation for information about repeating required courses. For tuition charges on repeated courses, please see Financial Information.

When a course is failed and is not scheduled to be offered again because of a curriculum revision, efforts will be made to assist the student in completing requirements for the degree in the new curriculum or, where feasible, by independent study.

### GRADUATE

The grade achieved in a repeated course does not replace the original grade on the transcript. Only the most recent grade, however, will be used in computing the cumulative grade point average. Refer to the section on Graduate Progression and Graduation for information about repeating required courses. For tuition charges on repeated courses, please see Financial Information.

MSN only: A student who has earned a grade lower than a "B" in a course may petition to retake that course one time. A student will be allowed only one such course repetition during his or her graduate studies at Samuel Merritt University. In the case of a course repetition, only the most recent grade will be used in calculating the student's cumulative grade point average, although both grades will be permanently inscribed on the student's record. Students should file a petition with the Registrar to request a course repetition. Final approval is made by the department chair.

## COURSE ENROLLMENT WITH PASS/FAIL GRADING

### UNDERGRADUATE COURSES

Pass/Fail grading is offered for certain elective courses. In courses taken on this basis, the passing grade (the equivalent of a "C-" or higher on the regular grading scale) will not affect the student's grade point average and the units will be counted towards the degree. The "F" (Fail grade) is calculated in the grade point average. Pass/Fail petitions are available in the Office of the Registrar and must be filed within the first two weeks of the Fall and Spring Term. The Pass/Fail grading option is not offered in those courses required by the Board of Registered Nursing or the nursing major.

### GRADUATE PROGRAMS

Pass/Fail grades are not an option in those courses required for state licensure or national registration or certification. Pass/Fail is an option in graduate program elective courses and in Directed Research and Synthesis. In courses taken on this basis, the passing grade (the equivalent of a "C" or higher on the regular grading scale) will not affect the student's grade point average and the units will be counted towards the degree. Any grade less than "C" is recorded as a failure ("F") and is calculated in the grade point average.

### PROCEDURE TO REQUEST PASS/FAIL GRADING

The student submits a pass/fail petition signed by the instructor to the Registrar's Office by the published deadline.

## IN PROGRESS GRADES

The symbol "IP" is employed in theses/synthesis projects, special research studies and field studies, and other courses as approved by the department chair where assigned work extends beyond a single academic term and may include enrollment in more than one term. The symbol indicates that work in progress has been evaluated as satisfactory to date; assignment of a final grade must await completion of additional coursework. All work is to be completed within one calendar year of the date of first enrollment. An extension may be permitted with the approval of the instructor and the department chair as long as the student completes

the program within the required length of time (see Length of Study for Graduate Program). A final grade will be assigned to all segments of the course based on overall quality. The grading symbol "IP" will not be used in calculating grade point average. If the "IP" grade is not converted to a letter grade within the appropriate period, it becomes an "F" and is used in computing the grade point average in the semester the "IP" changes. Approval to assign an "IP" grade in courses other than those listed below requires the written approval of the appropriate department chair and must accompany the official grade sheet submitted to the Office of the Registrar.

## WITHDRAWAL

### WITHDRAWAL FROM A COURSE

After the end of the drop/add period, a student may withdraw from a course without academic penalty up until the **midpoint of the course, as specified in the course syllabus, or when no more than 50 percent of the course has been completed, which ever occurs last.** A student may withdraw from a single course only once. The course remains on the student transcript with a grade of "W". Petitions to withdraw from a course beyond this period would be approved only for serious and compelling reasons such as serious accident or illness. The approval of the instructor and the department chair are required on the petition form, which the student files in the Registrar's Office. If the petition is granted, the course remains on the student record with a "W" grade. If the petition is denied or the student fails to complete course requirements without formally withdrawing, the grade will be determined by the instructor based on the grading policy and requirements as noted in the course syllabus (See Withdrawal from the University and Refund Policies).

### WITHDRAWAL FROM SAMUEL MERRITT UNIVERSITY

A student wishing to withdraw from the University must follow the proper procedures. Any student who leaves the University during a term or who terminates enrollment at the end of a term must complete a withdrawal form available on the Samuel Merritt University website ([www.samuelmerritt.edu](http://www.samuelmerritt.edu)). Withdrawal from the University through the tenth week of instruction will result in grades of "W" in all courses. Eligibility to withdraw from the University after the tenth week will be determined individually. A student who has voluntarily withdrawn from the University may request readmission by applying to the Dean of Admission.

## SCHEDULING OF CLASSES

All continuing students register for their next semester's courses during registration week. Students meet with their advisors and then register for classes in SMURF. Advising and registration dates are published in the academic calendar available on the Samuel Merritt University website.

Entering students are registered after admission and prior to the start of the first term; the process varies according to the academic program. Students receive registration information by email from the Office of the Registrar. Course schedules are available on SMURF.

## REGISTRATION

Registration is held for all students several weeks before the beginning of each semester. Advising and registration dates are published in the academic calendar available on the Samuel Merritt University website. Tuition and fees are due and payable prior to the first day of class. Any other financial arrangement must be established with the Business Office prior to registration day. Each student must complete online registration in SMURF each term. The student is financially and academically responsible for all courses on the course schedule.

### STUDENTS IN GRIEVANCE PROCESS

A student suspended or dismissed from the University under the graduate and undergraduate progression and graduation policies and who is involved in the grievance process outlined in this catalog will be allowed to register for **non-clinical** classes in the semester immediately following the ruling while his/her appeal is being heard. This policy does not apply to students whose next semester involves only clinical courses as defined by the program.

The student, if otherwise eligible, will be allowed to collect financial aid and will be required to pay tuition as any regularly registered student. If applicable, the student's refund will be held on account until the grievance is resolved.

If the dismissal is upheld, the effective date will be the end of the previous term. Any financial aid refunds will be retained by the University until the decision has been made. At that point, all eligible financial aid will be returned to the appropriate financial aid agency.

If the dismissal is overturned, any financial aid refunds will be processed.

If, at the end of the grievance procedure, the appeal is denied (upholding the suspension or dismissal from the University), the student's registration status will be revoked and the student will be suspended or dismissed.

If, at the end of the grievance procedure, the appeal is upheld (overturning the suspension or dismissal) the registrar will return the student to a regular registration status.

## CLASS LISTS

Faculty may view their class lists in SMURF at the start of each semester. The faculty member and/or student must contact the Office of the Registrar concerning any discrepancies. Students will not receive credit for classes for which they have not registered or may receive a failing grade for a course in which they registered but did not attend or follow the drop procedures.

## DISCLOSURES/TRUTH IN INFORMATION

Samuel Merritt University relies upon the documents supplied and statements made by its applicants and students, faculty and staff. If discrepancies appear between documents or statements provided and information otherwise obtained, applicants may be rejected for admission or employment and students may be subject to dismissal. Felony convictions may delay or prevent licensure in that jurisdiction.

## DROP AND ADD

The Drop/Add period occurs the first two weeks of the semester. During that period, a student may drop and add courses without academic and/or financial penalty on completion of the appropriate forms. A course that is dropped will not appear on the transcript. If by dropping a course a student ceases to be enrolled, he or she is considered to have withdrawn from the University and must follow the readmission process if the student wishes to return to the University. Only elective courses may be dropped or added in the MOT, DPT, and CRNA programs.

The Drop/Add process:

1. Submit the online add form or drop form available on the Samuel Merritt University website.
2. The online petition is automatically routed to the instructor for approval.
3. The petition is then routed to the Office of the Registrar for processing.

## TRANSCRIPT REQUESTS (SAMUEL MERRITT UNIVERSITY)

Transcripts are issued by the Samuel Merritt University Office of the Registrar. In compliance with the Privacy Act of 1974 (Section 552A), telephone requests for transcripts cannot be accepted. Transcript requests must be submitted on the Samuel Merritt University website, using the National Student Clearinghouse Secure site. Unofficial transcripts are available, free of charge, on SMURF. The University withholds transcripts from students who have outstanding financial, academic, or other obligations to the University.

## CLINICAL AGENCY REQUIREMENTS

Before beginning clinical rotations, certain clinical facilities may require drug testing and/or a background check, or other requirements. Refer to Policies "Background Check", page 142 and "Drug Screen", page 142. Students are also required to be enrolled in the University's insurance plan, or other insurance plan that meets the University's requirements

for waiver, through the duration of their enrollment at the University. Students must be up to date in their immunizations and certifications as well.

Any student may be required to go out of the Bay Area for at least one of their clinical rotations. The student will be responsible for their own transportation and housing.

## BACKGROUND CHECK POLICY

Incoming students must complete a background check before they are eligible to enroll at the University. Continuing students who return from any type of Leave of Absence or who are re-admitted to the University must complete a new background check prior to enrolling. Continuing students may need to complete additional background checks in order to meet the requirements of a clinical agency to which the student is assigned for a clinical experience. Incoming students and continuing students pay for the cost of the background check.

SMU transmits the summary results of the background check to the clinical agencies in advance of a student beginning a clinical experience. Those summary results indicate only whether or not there were findings on the background check, not the specifics of the findings. **The full results are released to the clinical agency only with the student's consent and only when requested by the clinical agency.** A clinical agency may refuse to accept a student on a clinical experience based on the background check results.

Incoming students with a background check result that may compromise the ability to find clinical placements receive notification to that effect. These incoming students are also notified that the ability to obtain a license may be affected by the findings from the background check and that the University cannot guarantee that the student will be able to obtain a license after graduation. It is the students' responsibility to take all necessary action as it is related to their ability to obtain a license upon completion of their degree requirements. The University retains the right to defer the offer of admission to a different term or to rescind an offer of admission based on the results of a background check. Continuing students who are unable to obtain a clinical placement due to the results of a background check may need to take a leave of absence or withdraw from Samuel Merritt University. Continuing and incoming students have the opportunity to correct or clarify the items identified on the background check with the appropriate agency before the University makes a final decision about continuing matriculation or admission.

### Applicability:

1. All incoming students who are admitted to Samuel Merritt University with exceptions noted below.
2. Continuing students who return from any type of Leave of Absence or who are re-admitted to the University.
3. Continuing students when required by a clinical agency to which the student is assigned for a clinical experience.

### Exceptions:

1. Incoming Doctor of Nursing Practice students unless they have a clinical experience at a clinical agency where they are not currently employed.
2. Special status students may be exempt from this policy requirement and will be notified if they must complete a background check.

## DRUG SCREEN POLICY

Incoming and continuing students at Samuel Merritt University (SMU) are required to complete a drug screen when they receive notice from the University that such a drug screen is required. These students must pay for the cost of the drug screen. These students must comply with all directions they are given regarding the drug screen, including the designated vendor they are to use. All students with an abnormal or dilute report are required to retest at their own expense. The University retains the right to defer the offer of admission to a different term or to rescind an offer of admission based on the results of a background check. Continuing students with a positive drug screen are referred to the Office of the Vice President of Enrollment and Student Services. The Vice President of Enrollment and Student Services may require a continuing student with a positive drug screen to repeat the drug test, may require a second medical review officer (MRO) evaluation of the results, may place the student on leave of absence or may dismiss the student. Students have the right to dispute the findings of the drug screen report under Section 61s of the Federal Fair Credit Reporting Act (FCRA) free of charge. All student drug screen reports are confidential.

**Applicability:** Students admitted to the pre-licensure nursing programs (BSN, ABSN, ELMSN, and RN to BSN) and newly admitted post professional graduate MSN nursing students (CRNA, FNP, CM) are required to complete a drug screen upon receipt of the offer of admission and before they are eligible to enroll in courses. Students in the other programs (DNP, DPM, DPT, MOT, MPA, MSN-online) and special status students are only required to complete a drug screen when they receive notice that a drug screening is required by a clinical agency to which they are assigned for a clinical experience.

## CLIENT/PATIENT PARTICIPATION IN COURSE-RELATED ACTIVITIES

*(Not Including Activities In Clinical Facilities With Which The University Already Has A Contractual Agreement)*

Faculty or students will obtain agreement from potential subjects before subjects participate in activities or assignments related to a specific course of instruction. Potential subjects include individuals in the community or individuals from within the University who are not registered in the specific course. Activities or assignments are those designed or provided by an instructor for students in a specific course, and may include physical examination or treatment procedures in the classroom, elsewhere on campus, or in the community.



## PARTICIPATION IN COURSE ACTIVITIES

For all courses in which they are registered, students are expected to participate in course activities as designed by their course faculty. Such course activities could include, but are not limited to, invasive, manipulative procedures/ techniques or demonstrations (i.e. venous blood draws, and intravenous needle insertions or injections, intramuscular or subcutaneous) or other non-invasive procedures. Faculty must inform students of the reasonable risks of any procedure/s required in the course.

Students are expected to both act as provider and recipient of these procedures. The student must notify the Instructor of Record of any condition or circumstance that would prevent them from acting as provider or recipient as soon as possible. In those cases, the faculty and student must identify alternative learning activities that would satisfy course requirements. In all cases, the student must be able to fulfill regular or alternative course activities in order to successfully complete the course.

## LIABILITY AND MALPRACTICE INSURANCE

Samuel Merritt University provides professional liability coverage for faculty and students which pertains to educational experiences required by the University. The acquisition of additional coverage for faculty and students is an individual decision based on individual circumstances.

# SAFE AND PROFESSIONAL PRACTICE IN CLINICAL SETTINGS

## POLICY

A student whose pattern of behavior is found to be unsafe and/or unprofessional may be excluded from a clinical practicum at any time and could receive a failing grade in the course. The student is referred to the program director/department chair and may be subject to further disciplinary action.

## GUIDELINES

The student will demonstrate patterns of healthcare professional behavior which follow the legal and ethical professional codes; promote the well being of clients, healthcare workers, and self in the biological, psychological, sociological, and cultural realms; demonstrate accountability in preparation, documentation and continuity of care; and show respect for the human rights of individuals.

Indicators to be used as guidelines for evaluating safe and professional practice are:

## REGULATORY

The student practices within the boundaries of the applicable State Practice Act, the guidelines and objectives of the department, and the rules and regulations of the healthcare agencies. Examples of safe and/or professional practice include, but are not limited to the following:

- a) notifying the agency and/or instructor of clinical absence.
- b) adhering to the dress code.
- c) presenting for clinical practicum free from the influence of unprescribed psychoactive drugs, including alcohol.
- d) demonstrating accountability by making up missed clinical experiences, as designated by faculty member.
- e) arriving promptly for clinical assignments.
- f) meeting obligations in a timely manner.

## ETHICAL

The student practices according to the relevant professional association's Code of Ethics, Standards of Practice, and the State Practice Acts. Examples of safe and/or professional practice include, but are not limited to the following:

- a) accepting assignments in keeping with the University's policy of non-discrimination.
- b) appropriately performing any activity related to clinical practice.
- c) reporting unethical behavior of other healthcare providers, including other students.
- d) demonstrating honesty in all aspects of clinical practice.

## BIOLOGICAL, PSYCHOLOGICAL, SOCIAL, AND CULTURAL REALMS

The student's practice meets the needs of the human from a biological, psychological, sociological and cultural standpoint. Examples of safe and/or professional practice include, but are not limited to the following:

- a) displaying stable mental, emotional and physical behavior.
- b) following through on referrals or interventions to correct own areas of deficiency in clinical practice which, if ignored, may result in harm to others.
- c) building interpersonal relationships with agency staff, coworkers, peers and/or faculty that result in clear, constructive communication, promoting quality client care and/or unit functioning.
- d) being physically capable of carrying out essential procedures.



## ACCOUNTABILITY

The student's practice demonstrates accountability in the responsible preparation, documentation and promotion of continuity in the care of clients. Examples of safe and/or professional practice include, but are not limited to the following:

- a) communicating concisely both orally and in writing.
- b) documenting client behavior accurately and comprehensively.
- c) reporting questionable professional practices.
- d) undertaking activities with adequate orientation, theoretical preparation and appropriate assistance.
- e) demonstrating honesty in all aspects of practice.

## HUMAN RIGHTS

The student's conduct shows respect for the individual, client, health team member, faculty and self, including, but not limited to the inherent legal, ethical and cultural realms. Examples of safe and/or professional practice include, but are not limited to the following:

- a) maintaining confidentiality of interactions.
- b) maintaining confidentiality of records.
- c) demonstrating honesty in relationships.
- d) using individual assessments which support quality patient care.
- e) recognizing and promoting patient's rights.

## DRESS CODE

The purpose of the dress code is to establish standards which are consistent with the professional image and provide for patient safety while allowing for some individuality. Students are required to comply with the dress code policy of each affiliating clinical agency and adhere to faculty directive(s) regarding dress.

## LICENSURE REQUIREMENTS/ DENIAL OF LICENSURE

Samuel Merritt University complies with all professional requirements for licensure. These include criteria for denial of licensure for crimes or acts which are substantially related to professional qualifications, functions, or duties. Felony convictions or history of substance abuse may lead to a denial of licensure/certification. Specific policies may be obtained from the regulatory agency or from the appropriate licensing or credentialing agency. Felony convictions may prevent licensure by the profession's regulatory agency.

Please also see "Background Check Policy," page 142, for more information.

## EVALUATIONS

### STUDENT OUTCOME EVALUATION/ PROGRAM EVALUATION

All students are required to complete course evaluations assessing outcomes of their learning and evaluation of teaching. Course evaluations are required for every class in which a student is enrolled. Course evaluations are conducted electronically via computer or hand held device.

## FINALS WEEK

The final week of the academic semester is designated "Finals Week." Departments may choose to conduct final examinations or require submission of final projects/papers prior to this week. Due dates for papers and projects and dates/times for final examinations outside of the designated finals week must be approved by the Department Chair/Program Director and defined in course syllabi. The academic department is responsible for conducting final examinations in a reasonable and pedagogically sound manner, and for ensuring that instructional hours delivered in all courses are consistent with assigned credit hours. The department chair is responsible for the maintenance of this policy.

## FORMS AND PETITIONS

Most petitions and forms are available as electronic forms on the Samuel Merritt University website ([www.samuelmerritt.edu](http://www.samuelmerritt.edu)). It is the student's responsibility to file all appropriate petitions and forms by the dates set in the Registrar's calendar distributed at the beginning of each academic year.

## INDEPENDENT STUDY

An independent study (IS) is a type of elective course that provides students opportunity to meet their educational need which exceeds course content available in the regular curriculum. An IS course cannot be used as 1) remediation for previously failed coursework or 2) as a requirement to assess clinical skills after returning from a leave of absence. IS courses shall in all cases be equal in rigor and time requirements for learning activities as any other course offered by the University. A syllabus will be required for review and approval by the University Curriculum Committee. All IS courses must have a qualified Faculty of Record. Signature approval of the IS course by the Dean/Chair and the Academic Vice President is required.

An IS course can be taken by any upper division undergraduate student or graduate student in good academic standing. All IS courses must be completed in a single semester. An IS course may range from one to three semester units, as justified by the course syllabus. All IS courses will bear normal tuition unless, in exceptional circumstances, waived by the Academic Vice President. Grading will follow published policy.

Students can submit an IS petition from the University website at [www.samuelmerritt.edu/registrar/forms](http://www.samuelmerritt.edu/registrar/forms). When appropriate signatures are obtained electronically, the form will be routed to the Office of the Registrar.

## CLINICAL READINESS

For those programs requiring structured remediation subsequent to a failed **clinical** course/rotation, students may be required to enroll in a remediation experience from one-three units. Enrollment in structured remediation can also be used to assess clinical skills after returning from a leave of absence (LOA) if required by the program in which they are enrolled. Registration in the remediation course is not applicable to failed theory or laboratory courses and assumes that remediation will need to occur within a contracted clinical agency. Structured remediation is not available to students on LOA.

Coursework is devised and supervised by a faculty of record. The formal remediation plan must be approved by the Dean, Chair or Program Director. The plan does not need to be reviewed by the University Curriculum Committee or the Academic Vice President.

Remediation coursework will not bear tuition; however a fee will be required. Faculty will not be paid for supervision. Grading will be designated a S/U grade and appear on the transcript. Students can submit a remediation petition at [www.samuelmerritt.edu/registrar/forms](http://www.samuelmerritt.edu/registrar/forms). When the Dean/Chair/Director signature is obtained electronically, the form will be routed to the Office of the Registrar.

## LEAVE OF ABSENCE

### PERSONAL LEAVE OF ABSENCE

At the discretion of the University, a personal leave of absence may be granted for up to one year for students in good academic standing and for compelling reasons. The request form is available on the Samuel Merritt University website ([www.samuelmerritt.edu](http://www.samuelmerritt.edu)). Students must clear with financial services and financial aid before receiving approval from the department chair or program director. For financial aid recipients, under federal guidelines, a student on leave of absence is considered withdrawn from the University. A leave of absence guarantees enrollment upon the student's return but does not ensure placement in specific coursework. A physical examination is required prior to re-entry. All prior account balances must be cleared and the student must reapply for financial aid. A student must submit a written request for re-entry to the Office of the Registrar a minimum of 60 days prior to re-entry. Students will be charged the current tuition rate upon return.

### ACADEMIC OR ADMINISTRATIVE LEAVE OF ABSENCE

Academic or administrative leave of absence is an involuntary leave required by the University. An example is the unsuccessful completion of a course for which a student must wait for the course to be taught again. This leave is approved at the discretion of the program chair and the Academic Vice President and Provost or the Vice President of Enrollment and Student Services for behavioral matters.

### READMISSION AFTER WITHDRAWAL

Students who have voluntarily withdrawn from the University and are seeking readmission must comply with current admission policies. Readmission is competitive and not guaranteed. The student may not have an outstanding balance on his or her tuition account. The request for readmission is reviewed by the dean, department chair or program director, and their decision regarding readmission is communicated to the Vice President of Enrollment and Student Services who will notify the applicant.

### READMISSION AFTER DISMISSAL

Samuel Merritt University does not grant readmission to the same program from which a student has been dismissed.

## STUDENT CLASSIFICATION

### UNDERGRADUATE

- // Full-time status is accorded any undergraduate student taking 10 or more units per term.
- // Part-time status is assigned to students taking less than 10 units per term.
- // Federal regulations obligate students to be enrolled in a minimum of 12 units each regular term in order to retain full-time financial aid eligibility.
- // Special status is accorded students enrolled without the intention of pursuing a degree.

### GRADUATE

- // Full-time status is accorded any graduate student taking six or more units per term.
- // Full-time status is accorded any student taking 6 or more units per term.
- // Part-time student status is assigned to students with less than six units per term.
- // Less than part-time student status is assigned to students with three to five units.

## GRADUATE—CONDITIONAL (MSN)

A graduate student whose admission to become a regular student is conditional, but who has obtained the permission of the chair of the department to enroll in coursework for that department, or a student whose prior academic preparation does not include courses which are prerequisite for admission to regular graduate status, or a student whose prior academic work is not sufficiently strong to merit full acceptance as a regular graduate student, but who has obtained the permission of the chair/dean of his/her/hir department to enroll for a specific set of courses, has conditional status. A graduate student with conditional status must meet the specific conditions set by the chair/dean of his/her/hir department before s/he will be reclassified to regular graduate student status. If specifically approved by the chair, courses taken by a student with conditional status will count towards the completion of regular graduate degree requirements. Conditional graduate students may register for two courses per semester for two semesters (total of four courses).

## GRADUATE—SPECIAL STATUS

A student with special status is one admitted by the University for coursework only, or a modified program of study, but who is not working towards a degree or certificate within the MSN program. Special student status is approved by the chair on a form provided by the Admission Office and must be renewed each semester. Conditions for obtaining special student status and for the renewal of this status are set by each department. Students with special status may register for classes only if space is available. A student with special status who wishes to change to regular status must apply for admission, must meet all regular graduate admission standards, and if accepted, will be expected to complete all requirements for the degree. Special status students may register for two courses per semester for two semesters (for a maximum of four courses). Upon acceptance as a regular student, courses taken while on special student status may count towards graduate degree requirements upon recommendation by the graduate advisor and approval by the chair.

## GRADUATE—(MOT/MPA/DPT)

The MOT, MPA, and DPT curricula are full-time programs with sequential coursework. Students are expected to take all courses in a semester and each semester in sequence. Normally all courses are taken in residence. Part-time status is defined as anything less than enrollment in all required courses in a given semester. Part-time status may be granted by the department chair in the following cases:

1. A student who was administratively withdrawn from a course(s) and is now completing the course(s).
2. A student who was suspended from the program for unsatisfactory performance in a course or affiliation and is now repeating that course or affiliation.
3. A special status student requests to take a course(s).
4. A student who has completed transferable work (see Transfer Credit).

## STUDENT RESEARCH DEGREE REQUIREMENTS

Select programs require completion of a student research requirement or synthesis project for graduation. Each program will designate the course(s) in which the student completes this requirement. Once a student enrolls in the course/s that fulfill the requirement, s/he must be continuously enrolled in that course each semester until completed. If the research requirement is not met within one semester, the student received an IP grade to maintain continuous enrollment in the course for a maximum of three continuous semesters. If the requirement is not met within three continuous semesters, an extension may be granted with the approval of the instructor and the dean/chair. In this case, the student must re-enroll in the course in each subsequent semester and pay tuition for that course until degree requirements are met. In all cases, students must successfully complete degree requirements within the allowed length of study for graduate programs (see Length of Study for Graduate Programs).

## UNDERGRADUATE PROGRESSION/GRADUATION

All students must satisfactorily complete all required prerequisite courses to progress in the major. In order to graduate, students must be in good standing, meet all program and residency requirements, and attain a cumulative and major grade point average of 2.0.

### PROGRESSION

For satisfactory progression, students must achieve a minimum grade of "C" in all courses in fulfillment of the degree.

A student who receives a grade of lower than "C" in a theory course and/or a grade lower than "S" in a clinical course required by the Board of Registered Nursing may, providing space is available, repeat the course only once. The theory and clinical components of repeated courses must be taken concurrently.

The following pertains to pre-licensure courses for ABSN, BSN, and ELMSN. Graduate directors and chairs may adopt it at their discretion for graduate courses.

In those courses for which there is both a theory and clinical/lab component, failure to achieve the theory grade designated by the program will result in the student being required to repeat both theory and clinical/lab regardless of the grade in the clinical/lab component. Failure to successfully complete the clinical/lab component is recorded as an F grade for theory regardless of the grade calculated in the theory component and clinical/lab.

## DEAN'S LIST—UNDERGRADUATES (BSN)

To recognize academic excellence, at the conclusion of each full semester the names of undergraduate students who achieve a current grade point average of 3.5 or higher in a minimum enrollment of 10 semester units are published.

## GRADUATION WITH HONORS

Graduation with honors is awarded to undergraduate students who have achieved the following minimum cumulative grade point average in all University work completed toward the baccalaureate degree:

Summa cum laude – 3.85 to 4.00

Magna cum laude – 3.70 to 3.84

Cum laude – 3.50 to 3.69

## PROBATION

At the conclusion of each term, students enrolled in Samuel Merritt University are subject to academic probation if the current semester, cumulative, or major grade point average is less than 2.0.

If academic probation is not removed, the student is dismissed from the University. After one term on probation, students may also lose eligibility for financial aid. All students on probation are required to meet with their academic advisor. Probationary status is removed following a semester of satisfactory work completed in residence, provided the overall cumulative grade point average and the major grade point average are restored to 2.0.

## DISMISSAL

An undergraduate student is dismissed from Samuel Merritt University if:

- // Probationary status is not removed at the conclusion of the next semester and the required minimum cumulative GPA is not maintained during all remaining semesters.
- // She or he receives two grades of less than "C" in courses completed while enrolled at Samuel Merritt University.
- // The current semester or cumulative grade point average falls below 1.40 at the conclusion of a regular term.
- // A student is subject to dismissal from Samuel Merritt University if:
  - // At any time during a course, performance or behavior jeopardizes the safety of self or others.

Students may appeal dismissal under prescribed grievance policy (see SMU Student Grievance Policy, Process, and Procedures).

## GRADUATION PROCEDURES

All graduating students are required to complete an online Petition for Graduation, no later than the first week of their final term. The Petition for Graduation form must be filed,

even if the student is not planning to participate in commencement activities. All graduating students are assessed a graduation fee whether or not they plan to participate in commencement exercises. The graduation fee is applied to the cost of the final degree audit, preparation of records for licensing agencies, the diploma and cover, academic regalia worn at Commencement, and expenses for the commencement ceremony. Without this form, the Registrar's Office cannot guarantee that a student's name will appear in the commencement program, and diplomas will not be printed without a completed petition.

BSN students are eligible to participate in commencement ceremonies provided they have completed all of the degree requirements or have no more than six required course credits to be completed in the following term.

## UNDERGRADUATE: EARLY PARTICIPATION IN THE COMMENCEMENT CEREMONY

BSN students are eligible to participate in commencement ceremonies provided they have completed all of the degree requirements or have no more than six (6) required course credits to be completed in the following term.

## UNDERGRADUATE DEGREE CONFERRAL

The BSN Program has two degree conferral dates each academic year. The degree conferral date for the Fall and Spring terms is the last day of a student's final term. If a student's eligibility status changes after filing for a designated candidacy degree date, the subsequent degree conferral date will be in effect contingent upon the completion of all degree requirements. The degree conferral date for the ABSN program is the last day of a student's final term.

## GRADUATE PROGRESSION/ GRADUATION

Graduate students in the Master of Occupational Therapy (MOT), Doctor of Occupational Therapy (OTD), Master Physician Assistant (MPA), Doctor of Physical Therapy (DPT) and Master of Science in Nursing (MSN) programs must achieve satisfactory academic performance, including: a passing grade in all didactic courses; a grade of "S" on all clinical experiences; and a cumulative grade point average of: 2.0 (MOT/MPA), 2.5 (OTD), 2.7 (DPT), and 3.0 (MSN). Graduate students are also required to complete evaluation instruments assessing their learning experiences, including clinical coursework, at periodic intervals.

Graduate students in the Doctor of Podiatric Medicine program who satisfactorily complete the four year curriculum as outlined in the current catalog, have at least a cumulative grade point average of 2.5, take and pass the 3rd year Clinical Rotation Practical Examinations, the 3rd Year Objective Structured Clinical Examination (OSCE), the American Podiatric Medical Licensing Examination (APMLE) Part I, take the APMLE Part II Examination and the APMLE

Part II Clinical Skills Patient Encounter (CSPE) Examination are eligible for the degree of Doctor of Podiatric Medicine. Applications for graduation are available on the Samuel Merritt University website ([www.samuelmerritt.edu](http://www.samuelmerritt.edu)) and in the Campus Service Center.

## DOUBLE CREDIT

The same course may not be used to fulfill a degree requirement in two different programs.

## LENGTH OF STUDY FOR GRADUATE PROGRAM

MPA, DPT, DPM, MOT and OTD: Students are expected to complete the programs in the full-time, sequential two and one-half year curriculum as described in each program curriculum description. The DPT and DPM curriculum must be completed within six years of enrollment.

Post-professional master's degrees: Since students may pursue the master's degree either as a full-time (minimum six units/semester) or as a part-time student, the time necessary for completion of the degree varies considerably. Students are expected to complete their programs in no more than six years from the date of matriculation.

## STUDY LOAD AND RESIDENCY REQUIREMENTS (MSN, ELMSN, DNP)

Students in post-professional master's degree programs are required to register for three units each semester in order to maintain part-time enrollment (see Leave of Absence policy). The minimum full-time load is six units per semester. Maximum study load limitations may be exceeded by approval of the appropriate chair/dean and will be billed accordingly. A minimum of 36 units are required; 27 units must be completed in residency.

# GRADUATE PROBATION AND DISMISSAL

## ELMSN PRE-LICENSURE AND POST-LICENSURE COURSES, MSN, DNP

Failure of one class in one semester requires repeating at the next time offered on a space available basis. If a failed course is required for progressing in the program, the student cannot progress. A second failure at any time in the program or semester is an automatic dismissal from the program.

A cumulative GPA below 3.0 but above 2.5 is automatic academic probation. The student has two consecutive semesters to improve the cumulative GPA to 3.0. If, while on academic probation, a student receives a "F" in any course, it is an automatic dismissal from the program. A cumulative GPA below 2.5 in a semester is automatic dismissal from the program.

All incomplete grades and in progress grades need to be completed by the end of the following semester. If not

completed, the grade converts to a "F" and failure in the course. Those courses for which there is both a theory and clinical/lab component, failure to achieve the theory grade designated by the program will result in the student being required to repeat both theory and clinical/lab regardless of the grade in the clinical/lab component. Failure to successfully complete the clinical/lab component is recorded as a "F" grade for theory regardless of the grade calculated in the theory component and clinical/lab.

Students returning from a leave may be required to enroll in structured remediation prior to resuming degree requirements (see the policy on Clinical Readiness).

A graduate nursing student is dismissed from Samuel Merritt University if:

- // Probationary status is not removed at the conclusion of the next two semesters and the required minimum cumulative GPA is not maintained during all remaining semesters.
- // She or he receives two grades of less than "C" in courses completed while enrolled at Samuel Merritt University.
- // The current semester or cumulative grade point average falls below 2.5 at the conclusion of a regular term.

## MASTER PHYSICIAN ASSISTANT

An entry-level physician assistant student may be suspended from the program if s/he earns a grade of "D" in a required class or "Unsatisfactory" on a field experience, affiliation or the internship. The physician assistant curriculum is sequential. Courses and affiliations must be taken in sequence. Therefore, the student is suspended until the course is repeated or another affiliation can be arranged. S/he may not progress in the curriculum until the course or affiliation is successfully completed or graduate until the internship is completed. A MPA student is subject to dismissal if (1) a course, field experience, affiliation, or internship is not successfully repeated at its next offering; or (2) the student receives a second "D"/"U" grades in required courses or field experiences, affiliations or internships; or (3) a student receives a grade of "F" in any required course.

## MASTER OF OCCUPATIONAL THERAPY

An entry-level occupational therapy student may be suspended from the program if s/he earns a grade of "D" in a required class or "Unsatisfactory" on a field experience, affiliation or the internship. The occupational therapy curriculum is sequential. Courses and affiliations must be taken in sequence. Therefore, the student is suspended until the course is repeated or another affiliation can be arranged. S/he may not progress in the curriculum until the course or affiliation is successfully completed or graduate until the internship is completed. A MOT student is subject to dismissal if (1) a course, field experience, affiliation, or internship is not successfully repeated at its next offering; or (2) the student receives a second "D"/"U" grades in required courses or field experiences, affiliations or internships; or (3) a student receives a grade of "F" in any required course.



## DOCTOR OF PHYSICAL THERAPY

A student whose cumulative GPA falls below 2.7 (a "B-" average) will be placed on academic probation. A student on academic probation must attain a minimum of a 2.7 semester GPA for each subsequent didactic semester until their cumulative GPA is a minimum of 2.7. Once the student's cumulative GPA raises to 2.7 or above, the student will be removed from academic probation. Once removed from academic probation, if the student's cumulative GPA falls below 2.7, the student will be dismissed from the program.

A student who does not pass one didactic or clinical course will have one opportunity to repeat the course at its next offering. If the student does not pass the course on the second attempt, the student will be dismissed. The physical therapy curriculum is sequential. Both didactic and clinical courses must be taken in sequence. Therefore, a student cannot continue on in the curriculum while waiting to repeat a course. A student with two or more instances of a "D", an "F", or a "U" recorded on his/her/hir transcript will be dismissed.

## DOCTOR OF PODIATRIC MEDICINE

Please refer to the CSPM Student Handbook for more information.

## GRADUATE DISMISSAL (ALL PROGRAMS)

A student is subject to dismissal if at any time during a course, unsafe clinical performance or behavior jeopardizes the safety of the student or others.

## GRADUATION PROCEDURES

All graduating students are required to complete an online Petition for Graduation, no later than the first week of their final term. The Petition for Graduation form must be filed, even if the student is not planning to participate in commencement activities. All graduating students are assessed a graduation fee whether or not they plan to participate in commencement exercises. The graduation fee is applied to the cost of the final degree audit, preparation of records for licensing agencies, the diploma and cover, academic regalia worn at Commencement, and expenses for the commencement ceremony. Without this form, the Registrar's Office cannot guarantee that a student's name will appear in the commencement program, and diplomas will not be printed without a completed petition.

## GRADUATES: ELIGIBILITY TO PARTICIPATE IN THE GRADUATION CEREMONY

A petition for graduation must be approved and filed in the Office of the Registrar no later than the end of the first week of the semester in which commencement occurs. Commencement exercises are ceremonial only and in no way imply completion of program requirements or degree conferral. Completion dates (end of term) are posted on the transcript and the diploma is awarded **only** upon completion of all requirements for the degree.

## DATES OF DEGREE CONFERRAL

Graduation dates posted on the transcript and the diploma are the last day of the student's final term. If a student's eligibility status changes after filing for a designated degree date, the student's anticipated degree date will be moved to the end of the next semester, contingent upon the completion of all degree requirements.



# ACADEMIC, PERSONAL, AND PROFESSIONAL INTEGRITY

## ACADEMIC INTEGRITY

Academic integrity is expected of all faculty, staff and students in order to promote a productive and safe environment for learning. Key components of academic integrity are communication and mutual respect among the members of the Samuel Merritt University community. Faculty, staff, and students are expected to abide by the codes of conduct and ethics of this University, as well as, the code of ethics of their respective professions, which includes reporting misconduct to the appropriate authorities. Lack of academic integrity includes, but is not limited to, plagiarizing, cheating, deception, breach of confidentiality, failure to report a clinical error, falsifying research results, and failure to confront and/or report misconduct of others.

Faculty members reserve the right to evaluate individual cases of academic dishonesty by a student and to take appropriate action, which may include failure on a paper or exam or failure in the course. Faculty may also recommend censure, probation, suspension or dismissal to the Academic Vice President. A written report of any action will be placed in the student's file in the Office of the Registrar. If the student's status in the program is affected, a permanent notation will be made on his/her/hir transcript.

Regardless of any action taken by the course faculty member, lack of academic integrity constitutes grounds for suspension or dismissal from Samuel Merritt University through the Office of the Academic Vice President.

Faculty and staff standards of conduct and consequences are delineated in the *Faculty-Staff Handbook*.

## CODE OF ETHICS

We, the faculty, staff, and students of Samuel Merritt University, share the conviction that the interactions among ourselves and between us and our community are founded in mutual trust, respect, and consideration. We are dedicated to a code of ethics which sets forth moral principles for positive human interaction.

- // We agree to be trustworthy.
- // We agree to be just in our evaluations and decisions.
- // We agree to respect human dignity and cultural and personal differences among people, and to be sensitive to these in our respective roles.
- // We support individuals' rights to autonomy and to pursue their own life decisions as long as they do not infringe upon the rights of others.
- // We agree to be accountable for our decisions and actions, and for our roles and interactions among others.
- // We are committed to life-long learning, continual self-assessment, and the conscientious and diligent pursuit of excellence in our respective fields.
- // We believe in working together as a team toward the common good and for academic purposes.
- // We observe the confidentiality of information and records in our charge.
- // We agree to abide by the written standards and codes of ethics and conduct of our respective professions.

There are related policies and procedures which expand the Code of Ethics. Some of these include the codes of ethics and standards of practice for the respective professions, the Academic Integrity Policy and the student Code of Conduct, faculty and staff personnel policies (published in the *Faculty-Staff Handbook*), and individual departmental policies and handbooks.

## CODE OF CONDUCT

Students enrolled at Samuel Merritt University assume an obligation to conduct themselves in a manner compatible with the philosophy of the institution, the codes of ethics, and California laws and regulations pertaining to their respective professions. Behaviors for which students are subject to discipline include but are not limited to the following categories:

1. Violation of University policies;
2. Dishonesty, including but not limited to, cheating, plagiarism, forgery, alterations, or misuse of University documents or records;
3. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other authorized University activities, including clinical experiences;
4. Physical, verbal, or written abuse or intimidation of any person, implicit or explicit, or endangering the health or safety of any person;
5. Theft of or damage to physical or intellectual property belonging to the University or to a member of the University community or a campus visitor;
6. Unauthorized entry, access, or use of University facilities;
7. Failure to comply with directions of University officials acting in the performance of their duties, including the reasonable request for students to identify themselves;
8. Possession or use of weapons, firearms or explosive devices of any description (see "Weapons" policy, Campus Policies);
9. Violations of policy on alcoholic beverages and illegal substances;
10. Failure to conform with stated institutional policies and procedures;
11. Misrepresentation of the University and/or its policies and philosophy;
12. Behavior that seriously jeopardizes the safety of others;
13. Violation of California laws and regulations;
14. Violation of codes of ethics and standards of practice for the respective professions.

## CRITICAL BEHAVIORS

Critical Behaviors, which if proven can immediately result in failure of the course, as well as disciplinary action by the University:

1. Purposeful falsification of a client's record.
2. Denying responsibility for one's own deviation from standard practice.
3. Act or threat of intimidation, harassment or physical aggression.
4. Actions which place the client or others in physical or emotional jeopardy.
5. Abusive behavior toward clients or others.
6. Failure to disclose actions, which place the client or others in physical or emotional jeopardy.
7. Ignoring the need for essential information before intervening.

## DISCLOSURES/TRUTH IN INFORMATION

Refer to the policy in the Academic Policies section.

# SAMUEL MERRITT UNIVERSITY STUDENT GRIEVANCE POLICY, PROCESS, AND PROCEDURES

## IMPARTIALITY

Samuel Merritt University recognizes that any student whose conduct (academic or behavioral/ethical) results in sanctions has the right to participate in a fair and impartial grievance process. (See SMU Grievance Procedure.)

## POLICY

Samuel Merritt University (SMU) provides a process by which student grievances are managed and resolved. The procedures below must be used by grievants who are enrolled as students of the University. Grievances cannot be filed on behalf of another person.

This policy does not apply to grievances involving claims or violations under the Equal Opportunity, Harassment, and Nondiscrimination Policy on page 153.

## PROCESS AND PROCEDURES

### STEP 1

Students shall make good faith efforts to resolve grievances with those directly involved, within 5 (five) working days after the event(s).

### STEP 2

If the grievance is not resolved following Step 1 within (5) five working days of the event(s), the student may submit the grievance to the highest academic or administrative officer (hereinafter called "Step 2 Officer") of the school (Dean), department (Chair), or program (Director), in which the student is enrolled. Such submission shall be in writing. The Step 2 Officer will provide the student with any applicable internal grievance procedure (required by the department or school) and attempt to achieve a satisfactory resolution of the grievance. A written decision by the academic or administrative officer shall be provided within a reasonable period of time and presented to the appropriate parties to the grievance.

### STEP 3

If a decision adverse to the student is made, the student may accept the terms of the decision and comply with its conditions or the student may request a review of the decision by the Student Grievance Committee (SGC). A request for review by the SGC must be submitted in writing to either the Academic Vice President or the Vice President of Enrollment and Student Services by the student within five (5) working days of the Step 2 Officer's decision.

If the issue involves an academic matter, the written grievance shall be submitted by the student to the Academic Vice President. If the issue involves a disciplinary matter, that is

wholly unrelated to any academic matter, the written grievance shall be submitted by the student to the Vice President of Enrollment and Student Services and a copy shall also be provided to the Academic Vice President. If the Academic Vice President, in his or her sole discretion, determines that the grievance is related to Academic Matters, the Academic Vice President shall retain jurisdiction over the grievance to its conclusion.

The request for review by the student shall be in writing and contain:

1. A statement of the reason(s) for the request;
2. Identification of the University policies or regulations alleged to have been violated, if any;
3. All documents the student wants the SGC to consider, and
4. Remedy sought.

No supplemental filing of documents or materials shall be permitted unless requested by the SGC.

Within five (5) working days of receipt of the request for review, the jurisdictional Vice President shall request all pertinent documentation from the Step 2 Officer and insure that the grievant and parties involved in the grievance are given an opportunity to review a complete set of these documents. Documents will be made available for supervised review in the office of the respective Vice President and may not be removed, copied, or transcribed in any manner.

The respective Vice President shall record the notification of grievance and may at his or her discretion, forward all pertinent written information to the SGC Chair for the Committee's review and recommendation.

## ACADEMIC MATTERS

**Scope.** Grievances relating to academic matters include academic, classroom/clinical behavior, or any circumstances that occur within the learning environment are under the final jurisdiction of the Academic Vice President. **Didactic grading, assessment of clinical performance, policies related to matriculation or failure to meet the program's technical standards are not subject to grievance review**, unless the student can demonstrate evidence of failure by the institution to follow department/University policy/procedure, evidence of discrimination, or evidence that the student has not violated standards of academic integrity or professionalism.

## DISCIPLINARY MATTERS

**Scope.** Grievances related to disciplinary matters outside of the classroom or clinical setting which are unrelated to academic matters are under the final jurisdiction of the Vice President of Enrollment and Student Services and may include acts of intimidation/physical aggression, or violation in any of the following: non-academic student rights, code of ethics, code of conduct, and issues of accommodation related to Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990 as amended by the ADA Amendments Act (ADAAA) of 2008.

## GRIEVANCE REVIEW PROCESS AND MEETING

The SGC Chair shall select a meeting date occurring within a reasonable time after the filing of the request for review. The SGC shall have full discretion regarding the conduct of the review including any additional information to be received. In all cases, the grievant will be provided an opportunity to review all available documents and meet with the SGC.

The Committee shall deliberate and render its recommendation within a reasonable time to the appropriate Vice President. A valid recommendation will constitute a simple majority of the SGC.

## ACTION

The decision of the SGC on a request for review of a grievance shall be limited to the following recommendations.

1. Dismissal of the grievance;
2. Recommendation that the University uphold the decision of the academic program or Step 2 Officer;
3. Recommendation that the program reconsider its decision due to substantial evidence of discrimination or failure at the program level to follow standard policies and procedures;
4. Recommendation to the appropriate Vice President, that the program's decision be reversed based on stated grounds.

Decisions to uphold probation, suspension or dismissal shall be posted on the student's academic record.

## STEP 4

The appropriate Vice President shall review the SGC's recommended decision and within a reasonable period of time provide written notice of an approval, disapproval or modification of the SGC recommendation. The Vice President has the right to extend this review period to accommodate further review with written notification to the parties involved. The written decision will be distributed by the Vice President to the grievant(s) and the administrative (Step 2) officer of the program in which the student is enrolled.

In cases involving recommendation of suspension or dismissal, and the Vice President disapproves such recommendation; he/she/ze shall provide written notice to the SGC of that decision including the reason for disapproval prior to notification of the grievant. The SGC Chair may request a meeting with the SGC and the Vice President to resolve differences. If such differences are not resolved the decision of the Vice President shall be final.

Any action resulting in dismissal or suspension of the grievant from the University is subject to review and approval of the Vice President under whose jurisdiction the grievance rests. The decision of the Vice President is considered final.

## STUDENTS IN GRIEVANCE PROCESS

A student suspended or dismissed from the University under the graduate and undergraduate progression and graduation policies and who is involved in the grievance process outlined in this catalog will be allowed to register for **non-clinical** classes in the semester immediately following the ruling while his/her appeal is being heard. This policy does not apply to students whose next semester involves only clinical courses as defined by the program.

The student, if otherwise eligible, will be allowed to collect financial aid and will be required to pay tuition as any regularly registered student. If applicable, the student's refund will be held on account until the grievance is resolved.

If the dismissal is upheld, the effective date will be the end of the previous term. Any financial aid refunds will be retained by the University until the decision has been made. At that point, all eligible financial aid will be returned to the appropriate financial aid agency.

If the dismissal is overturned, any financial aid refunds will be processed.

If, at the end of the grievance procedure, the appeal is denied (upholding the suspension or dismissal from the University), the student's registration status will be revoked and the student will be suspended or dismissed.

If, at the end of the grievance procedure, the appeal is upheld (overturning the suspension or dismissal) the registrar will return the student to a regular registration status.

## GRIEVANCE COMMITTEE OPERATIONAL GUIDELINES

1. The Student Grievance Committee (SGC) is a standing committee of the Faculty Organization. The Committee will consist of two faculty members from the School of Nursing, and one faculty member from each additional school or department. These faculty members shall be nominated by their departments and selected by the President of Faculty Organization. There shall be one student for every 100 enrolled from each School or Department (nominated by the Student Body Association (SBA) and appointed by the Division of Enrollment and Student Services). There shall be three staff members on the Committee, two from Enrollment and Student Services and one from Business Affairs. Staff members will be appointed by the Vice Presidents of Enrollment and Student Services and Finance and Administration. The SGC Chair, selected from members of the Committee, will hold a faculty appointment. For each grievance review, the membership will include the Chair, two faculty, one staff, and one student.
2. In the event that the appointed members of the SGC cannot be convened, the President of the Faculty Organization may convene a committee consisting of a minimum of three, based on the nature of the grievance.

The President of Faculty Organization may exercise the right to appoint other representatives as necessary.

3. The meeting shall be closed to the public and only the grievant(s), members of the Committee, the person whose decision is being grieved, and other individuals approved by the SGC Chair, shall be present. Staff in the Office of Student Services may serve as a student resource during the grievance process; however they are not voting members of the Committee.
4. The SGC Chair has full operational authority to plan and conduct the meeting as he/she/ze determines.
5. In the case of grievances or allegations involving more than one grievant, the SGC Chair has the discretion to convene one meeting for all parties concerned or a separate one for each person.
6. Committee deliberations will only be open to members of the SGC.
7. Formal rules of evidence shall not be in effect. No attorney, who represents any of the involved parties, shall attend or take part in the meeting.
8. Any and all written records of the proceedings shall be forwarded to the appropriate Vice President's office after the hearing and archived. There will be no recording devices allowed during the grievance proceedings.
9. All relevant information from the review will be kept in confidence, in accordance with the federal Family Educational Rights and Privacy Act (FERPA) or other applicable federal law.

### NOTE

The timelines specified in this policy may be extended due to extenuating or extraordinary circumstances, with approval of the appropriate Vice President.

## POLICY AND PROCEDURES: EQUAL OPPORTUNITY, HARASSMENT AND NONDISCRIMINATION

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Samuel Merritt University affirms its commitment to promote the goals of fairness and equity in all aspects of the educational enterprise. All policies below are subject to resolution using University's resolution process, as detailed below. This process is applicable regardless of the status of the parties involved, who may be members or non-members of the campus community, students, student organizations, faculty, administrators and/or staff. University reserves the

right to act on incidents occurring on-campus or off-campus, when the off-campus conduct could have an on-campus impact or impact on the educational mission of University.

The Executive Director of Human Resources, Elaine Lemay, serves as the Title IX Coordinator and oversees implementation of the University's policy on equal opportunity, harassment and nondiscrimination. Reports of discrimination, harassment and/or retaliation should be made to the Title IX Coordinator or deputy promptly, but there is no time limitation on the filing of the complaint, as long as the responding party<sup>1</sup> remains subject to University's jurisdiction. All reports are acted upon promptly while every effort is made by the University to preserve the privacy of reports. Anonymous reports may also be filed. Reporting is addressed more specifically on page 160. In the event of a conflict of interest involving the Title IX Coordinator or to make reports of discrimination by the Title IX Coordinator, please contact the University President Sharon Diaz at 510.869.6512.

This policy applies to behaviors that take place on the campus, at University-sponsored events and may also apply off-campus and to actions online when the Title IX Coordinator determines that the off-campus conduct affects a substantial University interest. A substantial University interest is defined to include:

- a. Any action that constitutes criminal offense as defined by federal or state law. This includes, but is not limited to, single or repeat violations of any local, state or federal law committed in the municipality where University is located;
- b. Any situation where it appears that the responding party may present a danger or threat to the health or safety of self or others;
- c. Any situation that significantly impinges upon the rights, property or achievements of self or others or significantly breaches the peace and/or causes social disorder; and/or
- d. Any situation that is detrimental to the educational interests of the University.

University: Any online postings or other electronic communication by students, including cyber-bullying, cyber-stalking, cyber-harassment, etc. occurring completely outside of University's control (e.g. not on University networks, websites or between University email accounts) will only be subject to this policy when those online behaviors can be shown to cause a substantial University disruption. Otherwise, such communications are considered speech protected by the 1st Amendment.

Off-campus discriminatory or harassing speech by employees may be regulated by the University only when such speech is made in an employee's official or work-related capacity.

Inquiries about this policy and procedure may be made internally to:

**SAMUEL MERRITT UNIVERSITY TITLE IX COORDINATOR**

**Elaine Lemay**

Executive Director of Human Resources  
Samuel Merritt University  
3100 Telegraph Avenue  
Oakland, CA 94609  
510.869.6739  
[elemay@samuelmerritt.edu](mailto:elemay@samuelmerritt.edu)

**SAMUEL MERRITT UNIVERSITY TITLE IX DEPUTY COORDINATOR**

**Craig M Elliott II, PhD**

Assistant Vice President for Enrollment and Student Services  
Samuel Merritt University  
3100 Telegraph Avenue  
Oakland, CA 94609  
510.869.6627  
[celliott@samuelmerritt.edu](mailto:celliott@samuelmerritt.edu)

Inquiries may be made externally to:

**Office for Civil Rights (OCR)**

US Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-1100  
Customer Service Hotline #: 800.421.3481  
Facsimile: 202.453.6012  
TDD#: 877.521.2172  
Email: [OCR@ed.gov](mailto:OCR@ed.gov)  
Web: <http://www.ed.gov/ocr>

**San Francisco Office**

US Department of Education  
50 Beale Street, Suite 7200  
San Francisco, CA 94105-1813  
Telephone: 415.486.5555  
Facsimile: 415.486.5570  
Email: [OCR.SanFrancisco@ed.gov](mailto:OCR.SanFrancisco@ed.gov)

**Equal Employment Opportunity Commission (EEOC)**

Contact: <http://www.eeoc.gov/contact/>

## UNIVERSITY POLICY ON NONDISCRIMINATION

University adheres to all federal and state civil rights laws banning discrimination in public institutions of higher education. Samuel Merritt University will not discriminate against any employee, applicant for employment, student or applicant for admission on the basis of race, religion, color, sex, pregnancy, ethnicity, national origin (including ancestry), citizenship status, familial status, disability, age, sexual orientation, gender, gender identity, veteran or military status (including special disabled veteran, Vietnam-era veteran, or recently separated veteran), predisposing genetic characteristics or any other protected category under applicable local, state or federal law, including protections for those opposing discrimination or participating in any resolution process within the University or within the Equal Employment Opportunity Commission or other human rights agencies.



This policy covers nondiscrimination in employment and in access to educational opportunities. Therefore, any member of the campus community, guest or visitor who acts to deny, deprive or limit the educational, employment, residential and/or social access, benefits and/or opportunities of any member of the campus community on the basis of their actual or perceived membership in the protected classes listed above is in violation of University policy on nondiscrimination. When brought to the attention of University, any such discrimination will be appropriately remedied by University according to the procedures below.

## UNIVERSITY POLICY ON ACCOMMODATION OF DISABILITIES

University is committed to full compliance with the Americans With Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal and state laws pertaining to individuals with disabilities. Under the ADA and its amendments, a person has a disability if he or she has a physical or mental impairment that substantially limits a major life activity. The ADA also protects individuals who have a record of a substantially limiting impairment or who are regarded as disabled by the institution whether qualified or not. A substantial impairment is one that significantly limits or restricts a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking or caring for oneself.

The Director of the Disability Resource Center (for students) and the Executive Director for Human Resources (for employees) have been designated as the ADA/504 Coordinator responsible for coordinating efforts to comply with these disability laws, including investigation of any complaint alleging noncompliance.

### STUDENTS WITH DISABILITIES

University is committed to providing qualified students with disabilities with reasonable accommodations and support needed to ensure equal access to the academic programs and activities of University.

All accommodations are made on a case-by-case basis. A student requesting any accommodation should first contact the Director of the Disability Resource Center who coordinates services for students with disabilities. The Director reviews documentation provided by the student and, in consultation with the student, determines which accommodations are appropriate to the student's particular needs and academic programs.

### EMPLOYEES WITH DISABILITIES

Pursuant to the ADA, University will provide reasonable accommodation(s) to all qualified employees with known disabilities, where their disability affects the performance of their essential job functions, except where doing so would be unduly disruptive or would result in undue hardship.

An employee with a disability is responsible for requesting an accommodation in writing to Executive Director for Human Resources and provide appropriate documentation. The Executive Director for Human Resources will work with the employee's supervisor to identify which essential functions of the position are affected by the employee's disability and what reasonable accommodations could enable the employee to perform those duties.

## UNIVERSITY POLICY ON DISCRIMINATORY HARASSMENT

Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. University's harassment policy is not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include germane, but controversial or sensitive subject matters protected by academic freedom. The sections below describe the specific forms of legally prohibited harassment that are also prohibited under University policy.

### DISCRIMINATORY AND BIAS-RELATED HARASSMENT

Harassment constitutes a form of discrimination that is prohibited by law. University will remedy all forms of harassment when reported, whether or not the harassment rises to the level of creating a hostile environment. When harassment rises to the level of creating a hostile environment, University may also impose sanctions on the harasser. University's harassment policy explicitly prohibits any form of harassment, defined as unwelcome conduct on the basis of actual or perceived membership in a protected class, by any member or group of the community.

A hostile environment may be created by verbal, written, graphic, or physical conduct that is sufficiently severe or persistent/pervasive and objectively offensive that it interferes with, limits or denies the ability of an individual to participate in or benefit from educational programs or activities or employment access, benefits or opportunities.<sup>2</sup>

Offensive conduct and/or harassment that does not rise to the level of discrimination or that is of a generic nature not on the basis of a protected status may not result in the imposition of discipline under University policy, but will be addressed through civil confrontation, remedial actions, education and/or effective conflict resolution mechanisms. For assistance with conflict resolution techniques, contact the Title IX Coordinator.

University condemns and will not tolerate discriminatory harassment against any employee, student, visitor or guest on the basis of any status protected by University policy or law.

### SEXUAL HARASSMENT

Both the Equal Employment Opportunity Commission and the State of California regard sexual harassment as a form of sex/gender discrimination and, therefore, as an unlawful discriminatory practice. University has adopted the following



definition of sexual harassment, in order to address the special environment of an academic community, which consists not only of employer and employees, but of students as well.<sup>3</sup>

Sexual harassment is:

// unwelcome, sexual or gender-based verbal, written, online and/or physical conduct.<sup>4</sup>

// Anyone experiencing sexual harassment in any University program is encouraged to report it immediately to the Title IX Coordinator.

// Sexual harassment creates a hostile environment, and may be disciplined when it is:

a. sufficiently severe, persistent/pervasive and objectively offensive that it,

1. has the effect of unreasonably interfering with, denying or limiting employment opportunities or the ability to participate in or benefit from the University's educational, social and/or residential program, and is
2. based on power differentials (quid pro quo), the creation of a hostile environment or retaliation.

The prohibition on sexual harassment applies to all staff employees and students, and in particular to supervisors (including direct supervisory and other management staff). A sexual advance violates this policy regardless of whether the advance is expressly related to the affected employee's/student's employment/academic status. It is improper to make sexual advances, ask for, demand or seek by subtle pressure sexual favors or activity from an employee/student, or to subject another employee/student to verbal or physical conduct of a sexual nature where:

// The submission to such behavior is a condition of any employment/academic opportunity, benefit, job retention, grade; or

// The submission to or rejection of such conduct is used as a basis for employment/academic decisions;

// It is improper for an employee/student to make sexual advances or to offer or suggest sexual favors or activity in exchange or in consideration for any personnel/academic action.

It is improper to retaliate against an employee/student for refusing a sexual advance or for refusing a request, demand or pressure for sexual favors or activity or to retaliate against an employee/student who has reported an incident of possible sexual harassment to the University or to any government agency.

Due to the possibility of misinterpretation of acts by other employees/students, the University discourages all roughhousing or physical contact, except that contact necessary and incidental to an employee's job/student's academic status. Further, certain kinds of physical conduct in the work/academic environment are particularly inappropriate and may

be grounds for immediate discipline, including dismissal from the University. That conduct includes, but is not limited to:

// Kissing or attempting to kiss an employee/student;

// Touching or attempting to touch or pretending to touch the breasts, buttocks or genitals of an employee/student;

// Physically restraining by force or blocking the path of an employee/student when accompanied by other conduct of a sexual nature;

// Any other touching or attempted touching reasonably interpreted to be of a sexual nature.

Sexual advances, unwelcome requests, demands, or subtle pressure for sexual favors or activity, lewd comments and sexual innuendoes are also prohibited. This conduct includes, but is not limited to:

// Comments to an employee/student or others about the body of an employee/student which are intended to draw attention to the sex of the employee/student or can reasonably be interpreted to draw attention to the sex of the employee/student;

// Comments to the employee/student or others about the sexual conduct, capability, or desirability of an employee/student;

// Cat calls, whistles, or other conduct reasonably interpreted to be of a sexual nature.

Sexually suggestive gestures are also prohibited.

It is improper to subject employees/students to photographs, cartoons, articles, or other written or pictorial materials of a sexual nature after the employee/student has expressed his/her/hir displeasure with such activity. These materials may be offensive to the public as well and should not be on display in offices or public areas in any event.

This policy is not intended to prohibit employees/students from asking other employees/students for social engagements. However, repeated requests where prior social invitations have been refused can be interpreted as sexual harassment. Employees/students should refrain from persistent invitations after an employee/student has indicated that such invitations are unwelcome.

## **POLICY EXPECTATIONS WITH RESPECT TO CONSENSUAL RELATIONSHIPS<sup>5</sup>**

There are inherent risks in any romantic or sexual relationship between individuals in unequal positions (such as faculty and student, supervisor and employee). These relationships may be less consensual than perceived by the individual whose position confers power. The relationship also may be viewed in different ways by each of the parties, particularly in retrospect. Furthermore, circumstances may change, and conduct that was previously welcome may become unwelcome. Even when both parties have consented at the outset to a romantic or sexual involvement, this past consent may

not remove grounds for a later charge of a violation of applicable sections of this policy. The University does not wish to interfere with private choices regarding personal relationships when these relationships do not interfere with the goals and policies of the University. For the personal protection of members of this community, relationships in which power differentials are inherent (faculty-student, staff-student, administrator-student) are generally discouraged.

Consensual romantic or sexual relationships in which one party maintains a direct supervisory or evaluative role over the other party are unethical. Therefore, persons with direct supervisory or evaluative responsibilities who are involved in such relationships must bring those relationships to the timely attention of their supervisor, and will likely result in the necessity to remove the employee from the supervisory or evaluative responsibilities, or shift a party out of being supervised or evaluated by someone with whom they have established a consensual relationship. This includes Teaching Assistants and students over whom they have direct responsibility. While no relationships are prohibited by this policy, failure to self-report such relationships to a supervisor as required can result in disciplinary action for an employee.

## SEXUAL MISCONDUCT

State law defines various violent and/or non-consensual sexual acts as crimes. Additionally, Samuel Merritt University has defined categories of sexual misconduct, as stated below, for which action under this policy may be imposed. Generally speaking, the University considers Non-Consensual Sexual Intercourse violations to be the most serious, and therefore typically imposes the most severe sanctions, including suspension or expulsion for students and termination for employees. However, the University reserves the right to impose any level of sanction, ranging from a reprimand up to and including suspension or expulsion/termination, for any act of sexual misconduct or other gender-based offenses, including intimate partner or relationship (dating and/or domestic) violence, non-consensual sexual contact and stalking based on the facts and circumstances of the particular complaint. Acts of sexual misconduct may be committed by any person upon any other person, regardless of the sex, gender, sexual orientation and/or gender identity of those involved. Violations include:

// Sexual Harassment (as defined in section b above)

// Non-Consensual Sexual Intercourse. Defined as:

1. any sexual penetration or intercourse (anal, oral or vaginal)
2. however slight
3. with any object
4. by a person upon another person
5. that is without consent and/or by force

// Sexual penetration includes vaginal or anal penetration by a penis, tongue, finger or object, or oral copulation by mouth to genital contact or genital to mouth contact.

// Non-Consensual Sexual Contact.<sup>6</sup> Defined as:

1. any intentional sexual touching
2. however slight
3. with any object
4. by a person upon another person
5. that is without consent and/or by force

Sexual touching includes any bodily contact with the breasts, groin, genitals, mouth or other bodily orifice of another individual, or any other bodily contact in a sexual manner.

// Sexual Exploitation. Defined as:

1. a situation in which a person takes non-consensual or abusive sexual advantage of another, and situations in which the conduct does not fall within the definitions of Sexual Harassment, Non-Consensual Sexual Intercourse or Non-Consensual Sexual Contact. Examples of sexual exploitation include, but are not limited to:

// Sexual voyeurism (such as watching a person undressing, using the bathroom or engaged in sexual acts without the consent of the person observed)

// Taking pictures or video or audio recording another in a sexual act, or in any other private activity without the consent of all involved in the activity, or exceeding the boundaries of consent (such as allowing another person to hide in a closet and observe sexual activity, or disseminating sexual pictures without the photographed person's consent)

// Prostitution

Sexual exploitation also includes engaging in sexual activity with another person while knowingly infected with human immunodeficiency virus (HIV) or other sexually transmitted disease (STD) and without informing the other person of the infection, and further includes administering alcohol or drugs (such as "date rape" drugs) to another person without his or her knowledge or consent.

## CONSENT<sup>7</sup>

Consent is informed and an affirmative, unambiguous, and conscious decision by each participant to engage in mutually agreed-upon sexual activity. For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct.

Consent is voluntary. It must be given without coercion, force, threats, or intimidation. Consent is an expression of free will.

Consent in some form of sexual activity does not imply consent to other forms of sexual activity. Consent to sexual activity on one occasion is not consent to engage in sexual activity on another occasion. A current or previous dating or sexual relationship, by itself, is not sufficient to constitute consent. Even in the context of a relationship, there must be mutual consent to engage in sexual activity. Consent must be ongoing throughout a sexual encounter and can be revoked at any time. Once consent is withdrawn, the sexual activity must stop immediately.

Consent cannot be given when a person is incapacitated. A person cannot consent if she/he/ze is under the influence of drugs, alcohol, or medication, unconscious or coming in and out of consciousness. An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapacitated has violated this policy.

It is not an excuse that the individual responding party of sexual misconduct was intoxicated and, therefore, did not realize the incapacity of the other.

Incapacitation is defined as a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the “who, what, when, where, why or how” of their sexual interaction). This policy also covers a person whose incapacity results from mental disability, involuntary physical restraint and/or from the taking of incapacitating drugs.

A person cannot consent if she/he/ze is under the threat of violence, bodily injury or other forms of coercion. A person cannot consent if his/her/hir understanding of the act is affected by a physical or mental impairment.

In the evaluation of any allegation it is not a valid excuse to alleged lack of affirmative consent that the responding party believed that the Reporting Party consented to the sexual activity under either of the following circumstances:

- a. The Responding Party's belief in affirmative consent arose from the intoxication or recklessness of the accused.
- b. The Responding Party did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the Reporting Party affirmatively consented.

In The State of California a minor (meaning a person under the age of 18 years) cannot consent to sexual activity. This means that sexual contact by an adult with a person younger than 18 years old is a crime, as well as a violation of this policy, even if the minor wanted to engage in the act.

## EXAMPLES<sup>8</sup>

1. Amanda and Bill meet at a party. They spend the evening dancing and getting to know each other. Bill convinces Amanda to come up to his room. From 11:00pm until 3:00am, Bill uses every line he can think of to convince Amanda to have sex with him, but she adamantly refuses. He keeps at her, and begins to question her religious convictions, and accuses her of being “a prude.” Finally, it seems to Bill that her resolve is weakening, and he convinces her to give him a “hand job” (hand to genital contact). Amanda would never had done it but for Bill's incessant advances. He feels that he successfully seduced her, and that she wanted to do it all along, but was playing shy and hard to get. Why else would she have come up to his room alone after the party? If she really didn't want it, she could have left. Bill is responsible for violating the University Non-Consensual or Forced Sexual Contact policy. It is

likely that a University hearing board would find that the degree and duration of the pressure Bill applied to Amanda are unreasonable. Bill coerced Amanda into performing unwanted sexual touching upon him. Where sexual activity is coerced, it is forced. Consent is not effective when forced. Sex without effective consent is sexual misconduct.

2. Jiang is a sophomore at the University. Beth is a freshman. Jiang comes to Beth's dorm room with some mutual friends to watch a movie. Jiang and Beth, who have never met before, are attracted to each other. After the movie, everyone leaves, and Jiang and Beth are alone. They hit it off, and are soon becoming more intimate. They start to make out. Jiang verbally expresses his desire to have sex with Beth. Beth, who was abused by a baby-sitter when she was five, and has not had any sexual relations since, is shocked at how quickly things are progressing. As Jiang takes her by the wrist over to the bed, lays her down, undresses her, and begins to have intercourse with her, Beth has a severe flashback to her childhood trauma. She wants to tell Jiang to stop, but cannot. Beth is stiff and unresponsive during the intercourse. Is this a policy violation? Jiang would be held responsible in this scenario for Non Consensual Sexual Intercourse. It is the duty of the sexual initiator, Jiang, to make sure that he has mutually understandable consent to engage in sex. Though consent need not be verbal, it is the clearest form of consent. Here, Jiang had no verbal or non-verbal mutually understandable indication from Beth that she consented to sexual intercourse. Of course, wherever possible, students should attempt to be as clear as possible as to whether or not sexual contact is desired, but students must be aware that for psychological reasons, or because of alcohol or drug use, one's partner may not be in a position to provide as clear an indication as the policy requires. As the policy makes clear, consent must be actively, not passively, given.
3. Kevin and Amy are at a party. Kevin is not sure how much Amy has been drinking, but he is pretty sure it's a lot. After the party, he walks Amy to her room, and Amy comes on to Kevin, initiating sexual activity. Kevin asks her if she is really up to this, and Amy says yes. Clothes go flying, and they end up in Amy's bed. Suddenly, Amy runs for the bathroom. When she returns, her face is pale, and Kevin thinks she may have thrown up. Amy gets back into bed, and they begin to have sexual intercourse. Kevin is having a good time, though he can't help but notice that Amy seems pretty groggy and passive, and he thinks Amy may have even passed out briefly during the sex, but he does not let that stop him. When Kevin runs into Amy the next day, he thanks her for the wild night. Amy remembers nothing, and decides to make a complaint to the Dean. This is a violation of the Non-Consensual Sexual Intercourse Policy. Kevin should have known that Amy was incapable of making a rational, reasonable decision about sex. Even if Amy seemed to consent, Kevin was well aware that Amy

had consumed a large amount of alcohol, and Kevin thought Amy was physically ill, and that she passed out during sex. Kevin should be held accountable for taking advantage of Amy in her condition. This is not the level of respectful conduct expected of students.

## OTHER CIVIL RIGHTS OFFENSES, WHEN THE ACT IS BASED UPON THE STATUS OF A PROTECTED CLASS

// Threatening or causing physical harm, extreme verbal abuse or other conduct which threatens or endangers the health or safety of any person on the basis of their actual or perceived membership in a protected class.

// Discrimination, defined as actions that deprive other members of the community of educational or employment access, benefits or opportunities on the basis of their actual or perceived membership in a protected class.

// Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another on the basis of actual or perceived membership in a protected class.

// Hazing, defined as acts likely to cause physical or psychological harm or social ostracism to any person within the University community, when related to the admission, initiation, pledging, joining, or any other group-affiliation activity on the basis of actual or perceived membership in a protected class; hazing is also illegal under state law and prohibited by University policy.

// Bullying, defined as:

1. Repeated and/or severe
2. Aggressive behavior
3. Likely to intimidate or intentionally hurt, control or diminish another person, physically or mentally
4. That is not speech or conduct otherwise protected by the 1st Amendment.

// Violence between those in an intimate relationship to each other on the basis of actual or perceived membership in a protected class (this includes romantic relationships, dating, domestic<sup>9</sup> and/or relationship violence)<sup>10</sup>

## STALKING<sup>11</sup>

Stalking 1:

- // A course of conduct
- // Directed at a specific person
- // On the basis of actual or perceived membership in a protected class
- // That is unwelcome, AND
- // Would cause a reasonable person to feel fear

Stalking 2:

- // Repetitive and Menacing
- // Pursuit, following, harassing and/or interfering with the peace and/or safety of another

Examples of Stalking:

1. A student repeatedly shows up at another student's on-campus residence, always notifying the front desk attendant that they are there to see the resident. Upon a call to the resident, the student informs residence hall staff that this visitor is uninvited and continuously attempts to see them, even so far as waiting for them outside of classes and showing up to their on-campus place of employment requesting that they go out on a date together. Stalking 1.
2. A graduate student working as a on-campus tutor received flowers and gifts delivered to their office. After learning the gifts were from a student they recently tutored, the graduate student thanked the student and stated that it was not necessary and would appreciate the gift deliveries to stop. The student then started leaving notes of love and gratitude on the graduate assistant's car, both on-campus and at home. Asked again to stop, the student stated by email: "You can ask me to stop, but I'm not giving up. We are meant to be together, and I'll do anything necessary to make you have the feelings for me that I have for you." When the tutor did not respond, the student emailed again, "You cannot escape me. I will track you to the ends of the earth. We are meant to be together." Stalking 2.

Any other University rules, when a violation is motivated by the actual or perceived membership of the reporting party's sex or gender or in a protected class, may be pursued using this policy and process when the violation results in a discriminatory deprivation of educational or employment rights, privileges, benefits and/or opportunities.

Sanctions for the above-listed "Other Civil Rights Behaviors" behaviors range from reprimand up through and including expulsion of students or termination of employees.

## RETALIATION

Retaliation is defined as any adverse action taken against a person participating in a protected activity because of their participation in that protected activity. Retaliation against an individual for alleging harassment, supporting a reporting party or for assisting in providing information relevant to a claim of harassment is a serious violation of University policy and will be treated as another possible instance of harassment or discrimination. Acts of alleged retaliation should be reported immediately to the Title IX Coordinator or to a deputy and will be promptly investigated. The University is prepared to take appropriate steps to protect individuals who fear that they may be subjected to retaliation.

## REMEDIAL ACTION

University will implement initial remedial and responsive and/or protective actions upon notice of alleged harassment, retaliation and/or discrimination. Such actions could include but are not limited to: no contact orders, providing counseling and/or medial services, academic support, living

arrangement adjustments, providing a campus escort, academic or work schedule and assignment accommodations, transportation resources, safety planning, referral to campus and community support resources.

University will take additional prompt remedial and/or disciplinary action with respect to any member of the community, guest or visitor who has been found to engage in harassing or discriminatory behavior or retaliation. Procedures for handling reported incidents are fully described below. Deliberately false and/or malicious accusations of harassment, as opposed to reports which, even if erroneous, are made in good faith, are just as serious an offense as harassment and will be subject to appropriate disciplinary action.

## **CONFIDENTIALITY AND REPORTING OF OFFENSES UNDER THIS POLICY**

University officials, depending on their roles at the University, have varying reporting responsibilities and abilities to maintain confidentiality. In order to make informed choices, a reporting party should be aware of confidentiality and mandatory reporting requirements when consulting campus resources. On campus, some resources may maintain confidentiality, offering options and advice without any obligation to inform an outside agency or individual unless a reporting party has requested information to be shared. Other resources exist to report crimes and policy violations and these resources will take action when a reporting party shares notice of victimization with them. The following describes the reporting options at University:

### **CONFIDENTIAL REPORTING**

If a reporting party would like the details of an incident to be kept confidential, the reporting party may speak with the University psychologist(s), student health service providers, off-campus local rape crisis counselors, domestic violence resources, local or state assistance agencies, or off-campus members of the clergy/chaplains who will maintain confidentiality except in extreme cases of immediacy of threat or danger or abuse of a minor. The Staff Psychologists and Family Nursing Practitioners in Student Health and Counseling (SHAC) and/or the Employee Assistance Program are available to help free of charge and can be seen on an emergency basis during normal business hours. These employees will submit anonymous statistical information for Clery Act purposes unless they believe it would be harmful to their client or patient.

### **FORMAL REPORTING OPTIONS**

University employees have a duty to report, unless they fall under the section above. Parties making a report may want to consider carefully whether they share personally identifiable details with non-confidential employees, as those details must be shared by the employee with the Title IX Coordinator. Otherwise, employees must share all details of the reports they receive. If a reporting party does not wish for their name to be shared, does not wish for

an investigation to take place, or does not want a formal resolution to be pursued, the reporting party may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the campus and comply with federal law.

In cases indicating pattern, predation, weapons, threat and/or violence, the University will be unable to honor a request for confidentiality. In cases where the reporting party requests confidentiality and the circumstances allow the University to honor that request, the University will offer interim supports and remedies to the reporting party and the community, but will not otherwise pursue formal action. A reporting party has the right, and can expect, to have reports taken seriously by the University when formally reported, and to have those incidents investigated and properly resolved through these procedures. Formal reporting still affords privacy to the reporter, and only a small group of officials who need to know will be told, including but not limited to investigators, witnesses, the University President, select senior administrators and the responding party. The circle of people with this knowledge will be kept as tight as possible to preserve a reporting party's rights and privacy. [Additionally anonymous reports can be made by victims and/or third parties. Note that these anonymous reports may prompt a need for the institution to investigate.

## **FEDERAL TIMELY WARNING OBLIGATIONS**

Reporting parties should be aware that University administrators must issue timely warnings for incidents reported to them that pose a substantial threat of bodily harm or danger to members of the campus community. The University will make every effort to ensure that a reporting party's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the potential danger.

## **RESOLUTION PROCESS FOR COMPLAINTS OF HARASSMENT, SEXUAL MISCONDUCT AND OTHER FORMS OF DISCRIMINATION**

Samuel Merritt University will act on any formal or informal report or notice of violation of the policy on Equal Opportunity, Harassment and Nondiscrimination that is received by the Title IX Coordinator or any member of the administration.

The procedures described below will apply to all resolutions involving students, staff or faculty members with the exception that unionized or other categorized employees will be subject to the terms of their respective collective bargaining agreements/employees' rights to the extent those agreements do not conflict with federal or state compliance obligations. Redress and requests for responsive actions for reports made about non-members of the community are also covered by these procedures.



## FILING A COMPLAINT

Any member of the community, guest or visitor who believes that the policy on Equal Opportunity, Harassment and Nondiscrimination has been violated should contact the Title IX Coordinator. It is also possible for employees to notify a supervisor, or for students to notify an administrator or faculty member, or any member of the community may contact the Assistant Vice President for Enrollment and Student Services. These individuals will in turn notify the Title IX Coordinator. The University website also includes a reporting form at [online form link] which may serve to initiate a resolution.

All employees receiving reports of a potential violation of University policy are expected to promptly contact the Title IX Coordinator or designee, within 24 hours of becoming aware of a report or incident. All initial contacts will be treated with the maximum possible privacy. In all cases, University will give consideration to the reporting party with respect to how the resolution is pursued, but reserves the right, when necessary to protect the community, to investigate and pursue a resolution when the reporting party chooses not to initiate or participate in a formal resolution.

## RESOLUTION INTAKE

Normally within two business days of receipt of notice or a report, the Title IX Coordinator<sup>12</sup> will make an initial determination as to whether a policy violation may have occurred and/or whether conflict resolution might be appropriate. If the report does not appear to allege a policy violation or if conflict resolution is desired by the reporting party, and appears appropriate given the nature of the alleged behavior, then the report does not proceed to investigation.

A full investigation will necessarily be pursued if there is evidence of a pattern of misconduct or a perceived threat of further harm to the community or any of its members. University aims to complete all investigations within a 60 calendar day time period, which can be extended as necessary for appropriate cause by the Title IX Coordinator with notice to the parties.

The University's resolution will not typically be altered or precluded on the grounds that civil or criminal charges involving the same incident have been filed or that charges have been dismissed or reduced. However, the University may undertake a short delay (several days to weeks) in its investigation or resolution process, to comply with a law enforcement request for cooperation (e.g.: to allow for criminal evidence collection) when criminal charges on the basis of the same behaviors that invoke this process are being investigated. The University will promptly resume its investigation and processes once notified by law enforcement that the initial evidence collection process is complete.

## ADVISORS

All parties are entitled to an advisor of their choosing to guide and accompany them throughout the resolution process. The advisor may be a friend, mentor, family member, attorney or any other supporter a party chooses to advise them. The parties may choose advisors from inside or outside the campus community.

The parties may be accompanied by their advisor in all meetings and interviews at which the party is entitled to be present, including intake and interviews. Advisors should help their advisees prepare for each meeting, and are expected to advise ethically, with integrity and in good faith. The University cannot guarantee equal advisory rights, meaning that if one party selects an advisor who is an attorney, but the other party does not, or cannot afford an attorney, the University is not obligated to provide one. Additionally, responding parties may wish to contact organizations such as:

FACE (<http://www.facecampusequality.org>)

SAVE (<http://www.saveservices.org>),

Reporting parties may wish to contact organizations such as:

- a. The Victim Rights Law Center (<http://www.victimrights.org>), or the
- b. The National Center for Victims of Crime (<http://www.victimsofcrime.org>), which maintains the Crime Victim's Bar Association.

All advisors are subject to the same campus rules, whether they are attorneys or not. Advisors may not address campus officials in a meeting or interview unless invited to. Advisors may confer quietly with their advisees as necessary, as long as they do not disrupt the process. For longer or more involved discussions, the parties and their advisors should ask for breaks or step out of meetings to allow for private conversation. Advisors will typically be given an opportunity to meet in advance of any interview or meeting with the administrative officials conducting that interview or meeting. This pre-meeting will allow advisors to clarify any questions they may have, and allows the University an opportunity to clarify the role the advisor is expected to take.

Advisors are expected to refrain from interference with the University investigation and resolution. Any advisor who steps out of their role in any meeting under the campus resolution process will be warned once and only once. If the advisor continues to disrupt or otherwise fails to respect the limits of the advisor role, the advisor will be asked to leave the meeting. When an advisor is removed from a meeting, that meeting will typically continue without the advisor present. Subsequently, the Title IX Coordinator will determine whether the advisor may be reinstated, may be replaced by a different advisor, or whether the party will forfeit the right to an advisor for the remainder of the process.

The University expects that the parties will wish to share documentation related to the allegations with their advisors. The University provides a consent form that authorizes such sharing. The parties must complete this form before the University is able to share records with an advisor. Advisors



are expected to maintain the privacy of the records shared with them. These records may not be shared with 3rd parties, disclosed publicly, or used for purposes not explicitly authorized by the University. The University may seek to restrict the role of any advisor who does not respect the sensitive nature of the process or who fails to abide by the University's privacy expectations.

The University expects an advisor to adjust their schedule to allow them to attend University meetings when scheduled. The University does not typically change scheduled meetings to accommodate an advisor's inability to attend. The University will, however, make provisions to allow an advisor who cannot attend in person to attend a meeting by telephone, video and/or virtual meeting technologies as may be convenient and available.

A party may elect to change advisors during the process, and is not locked into using the same advisor throughout.

## INVESTIGATION

If reporting party wishes to pursue a formal resolution or if University, based on the alleged policy violation, wishes to pursue a formal resolution, then the Title IX Coordinator appoints a trained investigator(s) to conduct the investigation, usually within two business days of determining that a resolution should proceed. Investigations are completed expeditiously, normally within 10 business days of notice to the Title IX Coordinator. Investigations may take longer when initial reports fail to provide direct first-hand information. The University may undertake a short delay (to allow evidence collection) when criminal charges on the basis of the same behaviors that invoke this process are being investigated. The University's resolution will not be altered or precluded on the grounds that civil or criminal charges involving the same incident have been filed or that charges have been dismissed or reduced. All investigations will be thorough, reliable and impartial, prompt and fair and will entail interviews with all relevant parties and witnesses, obtaining available evidence and identifying sources of expert information, if necessary. At any point during the investigation, if it is determined there is no reasonable cause to believe that University policy has been violated, the Title IX Coordinator has authority to terminate the investigation and end resolution proceedings.

Witnesses are expected to cooperate with and participate in the University's investigation. Witnesses may provide written statements in lieu of interviews during the investigation and may be interviewed remotely by phone, Skype (or similar technology), if they cannot be interviewed in person.

## INTERIM REMEDIES

If, in the judgment of the Title IX Coordinator, the safety or well-being of any member(s) of the campus community may be jeopardized by the presence on-campus of the responding party or the ongoing activity of a student organization whose behavior is in question, the Title IX Coordinator may provide interim remedies intended to address the short-term

effects of harassment, discrimination and/or retaliation, i.e., to redress harm to the reporting party and the community and to prevent further violations. These remedies may include referral to Student Health and Counseling (SHAC) or to the Employee Assistance Program, education to the community, altering the housing situation of the responding party or resident employee (or the reporting party, if desired), altering work arrangements for employees, providing campus escorts, implementing contact limitations between the parties, offering adjustments to academic deadlines, course schedules, etc.

The University may interim suspend a student, employee or organization pending the completion of investigation and procedures. In all cases in which an interim suspension is imposed, the student, employee or student organization will be given the opportunity to meet with the Title IX Coordinator prior to such suspension being imposed, or as soon thereafter as reasonably possible, to show cause why the suspension should not be implemented. The Title IX Coordinator has sole discretion to implement or stay an interim suspension under the policy on Equal Opportunity, Harassment and Nondiscrimination, and to determine its conditions and duration. Violation of an interim suspension under this policy will be grounds for expulsion or termination.

During an interim suspension or administrative leave, a student or employee may be denied access to the University campus/facilities/events. As determined by the Title IX Coordinator this restriction includes classes and/or all other University activities or privileges for which the student or employee might otherwise be eligible. At the discretion of the Title IX Coordinator alternative coursework or work options may be pursued to ensure as minimal an impact as possible on the responding party.

## RESOLUTION OF REPORTED MISCONDUCT

During or upon the completion of investigation, the Title IX Coordinator will review the investigation, which may include meeting with the investigators. Based on that review, the Title IX Coordinator will make a decision on whether there is reasonable cause to proceed with the resolution process.

If there is reasonable cause, the Title IX Coordinator will direct the investigation to continue and the allegation will be resolved through one of three processes discussed briefly here and in greater detail below:

- a. Conflict Resolution—typically used for less serious offenses and only when both parties agree to conflict resolution
- b. Administrative Resolution—resolution by a trained administrator

The process followed is dictated by the preference of the parties. Conflict Resolution will only occur if selected by both parties, otherwise the Administrative Resolution Process applies.

If, following a review of the investigation, the Title IX Coordinator decides by the preponderance of evidence that no policy violation has occurred, the process will end unless the reporting party requests that the Title IX Coordinator

makes an extraordinary determination to re-open the investigation or to forward the matter for administrative resolution. This decision lies in the sole discretion of the Title IX Coordinator.

#### **a. Conflict Resolution**

Conflict resolution is often used for less serious, yet inappropriate, behaviors and is encouraged as an alternative to the formal investigation process to resolve conflicts. The Title IX Coordinator will determine if conflict resolution is appropriate, based on the willingness of the parties, the nature of the conduct at issue and the susceptibility of the conduct to conflict resolution. In a conflict resolution meeting, designated administrator(s) will facilitate a dialogue with the parties to an effective resolution, if possible. Sanctions are not possible as the result of a conflict resolution process, though the parties may agree to appropriate remedies. The Title IX Coordinator will keep records of any resolution that is reached, and failure to abide by the resolution can result in appropriate responsive actions.

Conflict resolution will not be the primary resolution mechanism used to address reports of sexual misconduct or violent behavior of any kind or in other cases of serious violations of policy, though it may be made available after the formal process is completed should the parties and the Title IX Coordinator believe that it could be beneficial. It is not necessary to pursue conflict resolution first in order to make a formal report and anyone participating in conflict resolution can stop that process at any time and request an administrative resolution.

Both parties will be notified of the outcome of Conflict Resolution, without undue delay between the notifications. Notification will be made in writing and may be delivered by one or more of the following methods: in person; mailed to the local or permanent address of the parties as indicated in official University records; or emailed to the parties' University-issued email account. Once mailed, emailed and/or received in-person, notice will be presumptively delivered.

#### **b. Administrative Resolution**

Administrative Resolution can be pursued for any behavior that falls within the policy on Equal Opportunity, Harassment and Nondiscrimination, at any time during the process. The Title IX Coordinator will provide written notification to any member of University community who the responding party to an allegation of harassment, discrimination, or retaliation. Prior to meeting with University investigators, the parties will be provided with a written description of the alleged violation(s), a description of the applicable procedures and a statement of the potential sanctions/responsive actions that could result. This notice will include the time, date and location of the interview and a reminder that attendance is mandatory, superseding all other campus activities. If the responding party does not appear at the scheduled meeting, the meeting will be held in their absence.

The Administrative Resolution process consists of a prompt, thorough and impartial investigation, a finding on each of the alleged policy violations, and sanctions for findings of responsibility. Once the investigation described above is complete,

the Title IX Coordinator will meet with the responding party to review the findings and the investigation report. The responding party may bring an advisor of their choosing to the meeting. The responding party may elect not to attend or participate, but the Administrative Resolution will proceed regardless.

During the meeting, the Title IX Coordinator review the investigation report with the responding party and will render a finding utilizing the preponderance of the evidence standard, based on the information provided by the investigation. The Title IX Coordinator in consultation as appropriate, will also determine appropriate sanctions or remedial actions.

The Title IX Coordinator will prepare a written report detailing the finding, the information supporting that finding and any information excluded from consideration and why. This report typically does not exceed two pages in length.

The Title IX Coordinator will inform the responding party and the reporting party of the final determination in writing within 3 business days of the Administrative Resolution. The final determination letter, incorporating the report described above, will be made in writing and will be delivered either:

- a. In person, or
- b. Mailed to the local address of the respective party as indicated in official University records (if there is no local address on file, mail will be sent to the party's permanent address), or
- c. Emailed to the SMU email address of the respective parties.

Where the responding party is found not responsible for the alleged violation(s), the investigation will be closed. Where a violation is found, the University will act to end the discrimination, prevent its recurrence, and remedy its effects on the victim and the university community. In cases involving sexual misconduct, sexual harassment, stalking and/or intimate partner violence, the written notification includes the finding, any resulting responsive actions, and the rationale for the decision. This written notification of final decision is delivered to the parties without undue delay between the notifications, and is considered a final determination. No appeal is provided.

## **SANCTIONS**

Factors considered when determining a sanction/responsive action may include:

- // The nature, severity of, and circumstances surrounding the violation
- // An individual's disciplinary history
- // Previous reports or allegations involving similar conduct
- // Any other information deemed relevant in the Administrative Resolution
- // The need for sanctions/responsive actions to bring an end to the discrimination, harassment and/or retaliation
- // The need for sanctions/responsive actions to prevent the future recurrence of discrimination, harassment and/or retaliation

// The need to remedy the effects of the discrimination, harassment and/or retaliation on the reporting party and the community

## STUDENT SANCTIONS

The following are the usual sanctions that may be imposed upon students or organizations singly or in combination:

**Warning:** A formal statement that the behavior was unacceptable and a warning that further infractions of any University policy, procedure or directive will result in more severe sanctions/responsive actions.

**Probation:** A written reprimand for violation of the Code of Student Conduct, providing for more severe disciplinary sanctions in the event that the student or organization is found in violation of any University policy, procedure or directive within a specified period of time. Terms of the probation will be specified and may include denial of specified social privileges, exclusion from co-curricular activities, non-contact orders and/or other measures deemed appropriate.

**Suspension:** Termination of student status for a definite period of time not to exceed two years, and/or until specific criteria are met. Students who return from suspension are automatically placed on probation through the remainder of their tenure at University.

**Expulsion:** Permanent termination of student status, revocation of rights to be on campus for any reason or attend University-sponsored events.

**Withholding Diploma:** University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities if the student has a complaint pending, or as a sanction if the student is found responsible for an alleged violation.

**Revocation of Degree:** University reserves the right to revoke a degree awarded from University for fraud, misrepresentation or other violation of University policies, procedures or directives in obtaining the degree, or for other serious violations committed by a student prior to graduation.

**Organizational Sanctions:** Deactivation, de-recognition, loss of all privileges (including University registration), for a specified period of time.

**Other Actions:** In addition to or in place of the above sanctions, University may assign any other sanctions as deemed appropriate.

## EMPLOYEE DISCIPLINE

Responsive actions for an employee who has engaged in harassment, discrimination and/or retaliation include warning, required counseling, demotion, suspension with pay, suspension without pay and termination.

## WITHDRAWAL OR RESIGNATION WHILE CHARGES PENDING

**Students:** Should a student decide to leave and not participate in the investigation and/or hearing, the process will nonetheless proceed in the student's absence to a reasonable resolution and that student will not be permitted to return to the University unless all sanctions have been satisfied.

**Employees:** Should an employee resign while charges are pending, the records of the Title IX Coordinator will reflect that status, as will University responses to any future inquiries regarding employment references for that individual. The Title IX Coordinator will act to promptly and effectively remedy the effects of the conduct upon the reporting party and the community.

## FAILURE TO COMPLETE SANCTIONS/COMPLY WITH DISCIPLINE

All responding parties are expected to comply with conduct sanctions/discipline/corrective actions within the time frame specified by the Title IX Coordinator. Failure to follow through on conduct sanctions/discipline/corrective actions by the date specified, whether by refusal, neglect or any other reason, may result in additional sanctions/discipline/corrective actions and/or suspension, expulsion and/or termination from University and may be noted on a student's official transcript. A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

## RECORDS

In implementing this policy, records of all allegations, investigations, and resolutions will be kept by the Title IX Coordinator.

## STATEMENT OF THE RIGHTS OF THE PARTIES

Statement of the Reporting Party's rights:

- // The right to investigation and appropriate resolution of all credible reports or notice of sexual misconduct or discrimination made in good faith to university officials;
- // The right to be informed in advance of any public release of information regarding the incident;
- // The right of the reporting party not to have any personally identifiable information released to the public, without his or her consent;
- // The right to be treated with respect by university officials;
- // The right to have university policies and procedures followed without material deviation;
- // The right not to be pressured to mediate or otherwise informally resolve any reported misconduct involving violence, including sexual violence;
- // The right not to be discouraged by university officials from reporting sexual misconduct or discrimination to both on-campus and off-campus authorities;

- // The right to be informed by university officials of options to notify proper law enforcement authorities, including on-campus and local police, and the option to be assisted by campus authorities in notifying such authorities, if the student so chooses. This also includes the right not to report, if this is the victim's desire;
- // The right to have reports of sexual misconduct responded to promptly and with sensitivity by campus law enforcement and other campus officials;
- // The right to be notified of available counseling, mental health, victim advocacy, health, legal assistance, student financial aid, visa and immigration assistance, or other student services for victims of sexual assault, both on campus and in the community;
- // The right to a campus no contact order (or a trespass order against a non-affiliated 3rd party) when someone has engaged in or threatens to engage in stalking, threatening, harassing or other improper behavior that presents a danger to the welfare of the reporting party or others;
- // The right to notification of and options for, and available assistance in, changing academic and living situations after an alleged sexual misconduct incident, if so requested by the victim and if such changes are reasonably available (no formal report, or investigation, campus or criminal, need occur before this option is available). Accommodations may include:
  - a. Exam (paper, assignment) rescheduling;
  - b. Taking an incomplete in a class;
  - c. Transferring class sections;
  - d. Temporary withdrawal;
  - e. Alternative course completion options.
- // The right to have the institution maintain such accommodations for as long as is necessary, and for protective measures to remain confidential, provided confidentiality does not impair the institution's ability to provide the accommodations or protective measures;
- // The right to be fully informed of campus policies and procedures as well as the nature and extent of all alleged violations contained within the report;
- // The right to ask the investigators to identify and question relevant witnesses, including expert witnesses;
- // The right to be informed of the names of all witnesses who will be called to give testimony, at least two business days prior to the hearing, except in cases where a witness' identity will not be revealed to the responding party for compelling safety reasons (this does not include the name of the alleged victim/reporting party, which will always be revealed);
- // The right not to have irrelevant prior sexual history admitted as evidence in the resolution process;
- // The right to regular updates on the status of the investigation and/or resolution;
- // The right to have reports heard by investigators who have received at least eight hours of annual sexual misconduct training;
- // The right to preservation of privacy, to the extent possible and permitted by law;
- // The right to meetings, interviews that are closed to the public;
- // The right to petition that any investigator be recused on the basis of demonstrated bias;
- // The right to bring a victim advocate or advisor of the reporting party's choosing to all phases of the investigation and resolution proceeding;
- // The right to provide evidence by means other than being in the same room with the responding party;
- // The right to make or provide an impact statement in person or in writing to the investigators following determination of responsibility, but prior to sanctioning;
- // The right to be informed of the outcome and sanction of the resolution process in writing, without undue delay between the notifications to the parties, and usually within 1 business day of the end of the process;
- // The right to be informed in writing of when a decision of the university is considered final, any changes to the sanction to occur before the decision is finalized, to be informed of the finding and sanction of the resolution process;
- // The right of the Reporting Party or any witness in an investigation of sexual assault, domestic violence, dating violence, or stalking not to be subject to disciplinary sanctions for a violation of the University's student conduct policy at or near the time of the incident, unless the institution determines that the violation was egregious, including, but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating, or academic dishonesty.

## STATEMENT OF THE RESPONDING PARTY'S RIGHTS:

The rights of the responding party should also be prominently indicated. These should include, among others particular to your university:

- // The right to investigation and appropriate resolution of all credible reports of sexual misconduct made in good faith to university administrators;
- // The right to be informed in advance, when possible, of any public release of information regarding the report;
- // The right to be treated with respect by university officials;
- // The right to have university policies and procedures followed without material deviation;
- // The right to be informed of and have access to campus resources for medical, health, counseling, and advisory services;
- // The right to be fully informed of the nature, policies and procedures of the campus resolution process and to timely written notice of all alleged violations within the report, including the nature of the violation and possible sanctions;
- // The right to a hearing on the report, including timely notice of the hearing date, and adequate time for preparation;

- // The right to be informed of the names of all witnesses who will be interviewed, except in cases where a witness' identity will not be revealed to the responding party for compelling safety reasons (this does not include the name of the reporting party, which will always be revealed);
- // The right not to have irrelevant prior sexual history admitted as evidence in a campus resolution process;
- // The right to have reports addressed by investigators who have received at least 8 hours of annual training;
- // The right to petition that any investigator be recused on the basis of demonstrated bias;
- // The right to meetings and interviews that are closed to the public;
- // The right to have an advisor of their choice to accompany and assist in the campus resolution process;
- // The right to a fundamentally fair resolution, as defined in these procedures;
- // The right to make or provide an impact statement in person or in writing to the investigators following any determination of responsibility, but prior to sanctioning;
- // The right to a decision based solely on evidence presented during the resolution process. Such evidence shall be credible, relevant, based in fact, and without prejudice;
- // The right to be informed of the outcome and sanction of the resolution process in writing, without undue delay between the notifications to the parties, and usually within one business day of the end of the process;
- // The right to be informed in writing of when a decision of the university is considered final, any changes to the sanction to occur before the decision is finalized, to be informed of the finding and sanction of the resolution process.

## DISABILITIES ACCOMMODATION IN THE EQUITY RESOLUTION PROCESS

Samuel Merritt University is committed to providing qualified students, employees or others with disabilities with reasonable accommodations and support needed to ensure equal access to the Equity Resolution Process at the University. Anyone requesting such accommodations or support should contact the Director of the Disability Resource Center, who will review the request and, in consultation with the person requesting the accommodation, as well as the person coordinating the Equity Resolution Process, will determine which accommodations are appropriate and necessary for full participation.

## REVISION

These policies and procedures will be reviewed and updated annually by the Title IX Coordinator. The Title IX Coordinator may make minor modifications to procedure that do not materially jeopardize the fairness owed to any party. However, the Title IX Coordinator may also vary procedures materially with notice (on the institutional web site, with

appropriate date of effect identified) upon determining that changes to law or regulation require policy or procedural alterations not reflected in this policy and procedure. Procedures in effect at the time of its implementation will apply. Policy in effect at the time of the offense will apply even if the policy is changed subsequently, unless the parties consent to be bound by the current policy.

This policy and procedure was implemented in July 2015.

- 1 The responding party is the term used by the University to refer to the person accused of a policy violation. The University refers to the person bringing an accusation as the reporting party and is meant to reference the victim or complainant as the injured/harmed party.
- 2 This definition of hostile environment is based on Federal Register / Vol. 59, No. 47 / Thursday, March 10, 1994: Department Of Education Office For Civil Rights, Racial Incidents And Harassment Against Students At Educational Institutions Investigative Guidance. The document is available at <http://www.ed.gov/about/offices/list/ocr/docs/race394.html>.
- 3 Also of relevance is the Office of Civil Rights 2001 statement on sexual harassment, "Revised Sexual Harassment Guidance: Harassment Of Students By School Employees, Other Students, Or Third Parties, Title IX," which can be found at <http://www2.ed.gov/legislation/FedRegister/other/2001-1/0111901b.html>, as well as the April, 2011 Dear Colleague Letter on Campus Sexual Violence, which can be found at: [http://www.whitehouse.gov/sites/default/files/dear\\_colleague\\_sexual\\_violence.pdf](http://www.whitehouse.gov/sites/default/files/dear_colleague_sexual_violence.pdf)
- 4 Some examples of possible Sexual Harassment include: A faculty member insists that a student have sex with him/her in exchange for a good grade. This is harassment regardless of whether the student accedes to the request; A student repeatedly sends sexually oriented jokes around on an email list s/he created, even when asked to stop, causing one recipient to avoid the sender on campus and in the residence hall in which they both live; Explicit sexual pictures are displayed in an instructor's office or on the exterior of a door; Two supervisors frequently 'rate' several employees' bodies and sex , commenting suggestively about their clothing and appearance; An instructor engages students in her class in discussions about their past sexual experiences, yet the conversation is not in any way germane to the subject matter of the class. She probes for explicit details, and demands that students answer her, though they are clearly uncomfortable and hesitant; An ex-girlfriend widely spreads false stories about her sex life with her former boyfriend to the clear discomfort of the boyfriend, turning him into a social pariah on campus; Male students take to calling a particular brunette student "Monica" because of her resemblance to Monica Lewinsky. Soon, everyone adopts this nickname for her, and she is the target of relentless remarks about cigars, the president, "sexual relations" and Weight Watchers; A student grabbed another student by the hair, then grabbed her breast and put his mouth on it. While this is sexual harassment, it is also a form of sexual violence.
- 5 This section is offered as an optional inclusion, as some campuses prefer to include this policy elsewhere, such as a faculty handbook and student handbook. We include it here to inform students, not just employees, of our expectations.
- 6 The state definition of sexual assault is found at <http://www.leginfo.ca.gov/cgi-bin/calawquery?code=section=pen>, which is applicable to criminal prosecutions for sexual assault in California, but may differ from the definition used by University to address policy violations.
- 7 The state definition of consent can be found at <http://www.leginfo.ca.gov/cgi-bin/calawquery?code=section=pen>, which is applicable to criminal prosecutions for sex offenses in California, but may differ from the definition used by University to address policy violations.
- 8 We recommend incorporation of examples into policy as an educational and preventive tool. Some campuses may prefer to break these out into separate documents or resources.
- 9 The state definition of domestic violence is found at <http://www.leginfo.ca.gov/cgi-bin/calawquery?code=section=pen> , which is applicable to criminal prosecutions for domestic violence in California, but may differ from the definition used by University to address policy violations. [Included for VAWA Section 304 compliance purposes]
- 10 Employee A has been in an intimate relationship with Employee B for over a year; Employee A punches Employee B in the face during an argument (Dating Violence). Student A has been in an intimate relationship with Student B for over a year; Students A & B live together. During an argument, Student A shoves Student B to the ground (Domestic Violence).
- 11 The state definition of stalking can be found at <http://www.leginfo.ca.gov/cgi-bin/calawquery?code=section=pen>, which is applicable to criminal prosecutions for stalking in California, but may differ from the definition used by University to address policy violations. [Included for VAWA Section 304 compliance purposes.]
- 12 If circumstances require, the President or Title IX Coordinator may designate another person to oversee the process below, should a report be made involving the Coordinator or if the Coordinator is otherwise unavailable or unable to fulfill their duties.



# CAMPUS POLICIES

## ALCOHOLIC BEVERAGE POLICY

Student groups may include alcoholic beverages at official functions of the University provided the following guidelines are explicitly followed:

1. The Assistant Vice President of Enrollment and Student Services must approve the "Request to Serve Alcoholic Beverage" form, which is submitted no later than three working days prior to any event where serving of alcoholic beverage is planned.
2. All existing state laws are followed, including the authorized drinking age.
3. Each event must have a faculty or professional staff person responsible for and in attendance at the event. If event is a student run event, a student coordinator must also be responsible for and in attendance at the event.
4. Alcohol cannot be consumed or distributed after midnight (12 AM).
5. Persons wishing to drink alcohol must show ID.
6. Only wine and beer may be served at functions. Food and non-alcoholic drinks, appealing and in amounts equal to alcohol, must be provided. No alcohol may be sold at any Samuel Merritt University function, either on- or off-campus.
7. The University's guidelines for serving alcohol are as follows:
  - a. For catered events, the caterer must serve the beer and wine and must show proof of liability coverage.
  - b. For non-catered events, a contracted bartending service must serve the beer and wine (please see below).
8. Security may be required (about one guard per 100 participants), depending on the nature of the event. The group is responsible for paying for the guard. The Assistant Vice President of Enrollment and Student Services will determine if security is needed.
9. Samuel Merritt University and/or the person serving alcoholic beverages reserve the right to refuse to serve alcoholic beverages to anyone.

## STUDENT-ORGANIZED EVENT

All student-organized events must be approved in advance by the Assistant Vice President of Enrollment and Student Services. In order to obtain approval, please complete the request form that can be found on SMU Pulse and it will be routed for approvals.

## EMPLOYEE-ORGANIZED EVENT

Please contact Ronda Garrett, Contract Specialist. Ronda will assist in determining what is needed for all employee-organized event(s) where alcoholic beverages will be served. Ronda's contact information is as follows:

Office: Peralta Pavilion, Suite 2802

Phone: 510.869.1589 (x 1589 from a University phone)

E-Mail: [rgarrett@samuelmerritt.edu](mailto:rgarrett@samuelmerritt.edu)

## POLICY ADDRESSING ALCOHOLIC BEVERAGES AND DRUGS

The possession, sale, or the furnishing of alcohol on the University campus is governed by California state law. Samuel Merritt University has been designated as "drug and alcohol free" and only under certain circumstances is the consumption of alcohol permitted. The possession, sale, manufacture or distribution of any controlled substance is illegal both under state and federal laws. Violators are subject to university disciplinary action, criminal prosecution, fine and imprisonment. It is unlawful to sell, furnish or provide alcohol to a person under the age of 21. The possession of alcohol by anyone under the age of 21 in public place or place open to public is illegal. It is also a violation of Samuel Merritt University policy for anyone to consume or possess alcohol in any public or private area of campus without prior University approval.



## AUTHORITY TO OBLIGATE THE UNIVERSITY

Authorization to purchase within established signature authority is limited to administrative officers of the University, the chief administrative officer of each academic program, and designated program and administrative directors.

Designated members of the Student Body Association (SBA), such as class representatives, presidents of recognized clubs and organizations, and executive board members may represent the SBA; however, cannot represent or obligate Samuel Merritt University.

## BULLETIN BOARDS

Numerous bulletin boards are located in each University building. Students will be notified of policy changes and updates via email. These updates will also be posted on the website. Students are responsible for reading their SMU email for information regarding courses and registration. Bulletin boards are designated for specific purposes, i.e. Student Government activities, CNSA, and Financial Aid/Job Opportunities notices. Bulletin boards in the stairways and in the Peralta Pavilion Student Lounge are for students' use to post any notices. Notices posted on walls, doors or other than on bulletin boards will be removed and discarded. The University's electronic bulletin boards also serve these purposes.

## COPYRIGHT

It is the intent of Samuel Merritt University to comply with the US Copyright Law (Title 17, U.S. Code, Sect. 101, et seq.). The University directs faculty, staff, and students to refrain from copying copyrighted works unless the action is authorized by: (a) specific exemptions in the copyright law, (b) the principle of Fair Use, or (c) licenses or written permission from the copyright owner.

The Director of the John A. Graziano Memorial Library shall provide guidelines to ensure compliance with the law.

## SMU EMAIL REQUIREMENT

Email is the official form of communication at the University, and students are required to access and manage their SMU email on a frequent and regular basis. Students are encouraged to communicate to SMU faculty and staff from their SMU email account. For help accessing email, students should contact the ITS Helpdesk at [helpdesk@samuelmerritt.edu](mailto:helpdesk@samuelmerritt.edu).

## EXTERNAL IMAGE OF THE UNIVERSITY

The Communications Department is responsible for monitoring and maintaining the external image of the University as it is portrayed in the media — print, television, radio, web,

social media — and as it is presented in publications and other printed materials produced by the University. In this role, the Communications Department will:

1. Be informed about and appropriately involved from the outset in the production of any University publication being planned by University departments and being distributed to external audiences of 100 or more.
2. Approve the general tone, concept and appearance of any University publication designed for external distribution at a point in the production process where modifications are possible and with a reasonable timeframe for response by the Communications Department.
3. Assure that the image portrayed of the University in the media and among external audiences is consistent and in keeping with the decisions of University administration.
4. Be informed about and appropriately involved from the outset in the development of any external marketing and/or advertising campaigns being planned by University departments.
5. Serve as the central clearinghouse for all press releases produced by the University or other information provided to the media.
6. Be informed about any official gathering where the external image of the University is under discussion, and be involved in any decision making on the image of the University.
7. Be informed about and, where possible, involved in any University-related interactions with the media by individual members of the University administration, faculty, staff, or student body.
8. Maintain a full roster of all materials and publications produced by the University for record keeping and general distribution as appropriate.
9. Maintain all information related to the proper use of the University logo and colors. Maintain the University logo digitally for use by others in the University.
10. Manage and approve any changes in University stationery, business cards, or other generic University printed materials.

## FREE ASSEMBLY

The University encourages intellectual and personal development through student inquiry and continuing communication. Students are encouraged to engage in informal and formal dialogue, committees and meetings. All public assemblies must be peaceful and orderly, allow for freedom of expression, and not interfere with the continued performance of the functions of others. Students wishing to organize political or other meetings that directly or indirectly solicit students must consult with the Assistant Vice President of Enrollment and Student Services.

## IDENTIFICATION BADGES

### POLICY ON CAMPUS ACCESS

Access to the University facilities is limited to current faculty, staff and students, and is maintained through swipe card access via campus identification badges. Faculty, staff and students must wear their University ID (and campus identification badges if separate) while on campus and have it visible, above the waist, at all times. During business hours, faculty, staff and students have access to University facilities via their swipe card. During holidays, after business hours and weekends, access is limited or not permitted. The Director of Facilities will provide updates prior to holidays on what access is available. The University is closed the week between Christmas and New Year's Eve and special permission is required to be on campus during that time.

Please note that emergencies or extenuating circumstances may necessitate changes to any posted schedules.

Also please note that because the University shares facilities with various medical centers, some overlap of access by the public and medical center staff will happen. In these areas, the public can use the space as a part of visiting the medical center, and the security team will take responsibility for security and access.

It is a violation to give an ID badge to another person for any reason. Report lost badges immediately to Facilities. The lost card will be deleted from the system and a new card will be issued. There is a \$5 charge for a new badge. Please complete a New ID Request Form, which is available on the website, [www.samuelmerritt.edu](http://www.samuelmerritt.edu) or in the badging office, 3012 Summit Street, 1st Floor.

## FUNDRAISING

Support from a wide variety of sources allows Samuel Merritt University to continue to operate as a private institution free from the constraints of tax-supported schools and colleges. Gifts and grants come from many sources, including individuals, government, corporations, foundations, and myriad small businesses in our area. Voluntary support is critical to the operation of the University, particularly so in the areas of student scholarships, new equipment, facilities needs, and program development.

Individuals who provide support to the University include alumni, faculty, staff, and friends of the University, as well as the Board of Regents, the parents of students and alumni, members of the medical community, and those interested in private higher education for health professionals. The corporate community includes local as well as national corporations, some of which are in the healthcare field and others of which recognize the significant role skilled, well-educated professionals play in the healthcare of their employees. Similarly, many local and national foundations understand the need for skilled health professionals and have set aside funds for competitive grant applications from institutions such as Samuel Merritt University.

### POLICY

1. Fundraising events by students for student-centered projects such as ceremonies, conferences, and external non-profit organizations must be approved by the advisor to the student group, the Assistant Vice President of Enrollment and Student Services, and the Director of Alumni Affairs prior to the event.
2. Faculty or staff advisors are responsible for providing the pertinent forms (available from the Office of Development and Alumni Affairs).
3. All fundraising events to be held off campus must have special approval by the Vice President of Enrollment Services and the Executive Director of Development and Alumni Affairs.
4. Additional approvals may be required and if so, students will be informed by their event advisor.
5. Contributions made directly to student groups are not tax deductible and students must so advise contributors.
6. If a student group wants contributions to be tax deductible
  - 1.1 Contributions must come directly to the Office of Development and Alumni Affairs. Such checks need to be payable to Samuel Merritt University and have clear notation as to which student organization is the intended recipient.
  - 1.2 No goods or services are to be offered in exchange for or in recognition of contributions.
  - 1.3 The event/project must meet a charitable standard as defined by the Internal Revenue Service. Written IRS guidelines are available in the Office of Development and Alumni Affairs.
7. Donors will receive a gift acknowledgement letter on behalf of the University. In addition, the student group is responsible for sending a thank you letter to the donor.

All gifts and grants should be routed through the Department of Development and Alumni Affairs. The Department of Development and Alumni Affairs may consult with the legal counsel and/or the governing board if the acceptance of a particular gift or grant could possibly jeopardize the institution, the reputation of the institution, or the donor.

Fundraising at the University is a cooperative effort of many persons, including but not limited to members of the governing board, special fundraising committees, the President, vice presidents, deans, directors, faculty, staff, students, alumni, parents, and friends.

The fundraising priorities for Samuel Merritt University are established by the Board of Regents in cooperation with the Department of Development and Alumni Affairs and President's Council. Please refer to the Solicitation policy regarding sales and fundraising activities for additional information.

## INSTITUTIONAL REVIEW BOARD

Samuel Merritt University operates under the U. S. Department of Health and Human Services (USDHHS) and Food and Drug Administration (FDA) regulations for the Protection of Human Research Subjects (Title 45 of the code of Federal Regulations, Part 46). The Samuel Merritt University Institutional Review Board (SMUIRB) assumes full responsibility for review of research proposals involving human subjects and generated by Samuel Merritt University faculty, staff, and students. The SMUIRB facilitates ethical research and ensures that research at SMU is conducted in full compliance with both the letter and the spirit of regulations designed to protect the rights and welfare of human subjects recruited to participate in research conducted under the auspices of SMU. Operating Policies and Procedures for the Samuel Merritt University Institutional Review Board are available from the Institutional Review Board Administrator.

## PREFERRED FIRST NAME

Samuel Merritt University (SMU) recognizes that many persons use first names other than their legal names to identify themselves. As long as the use of this preferred first name does not violate the University's codes of conduct and ethics, is not restricted by state or federal law, and does not have an impact on the ability of the University to comply with state or federal law, the University will use the "preferred first name" when possible in the course of University activities.

### POLICY

Therefore, it is the policy of the University that any current or former student may choose a preferred first name in addition to the legal name listed for that person within the University's information systems. The person's preferred first name shall be used in University communications and reporting, except where the use of the legal name is required (described below).

The University reserves the right to remove a preferred name if it is used improperly, such as, to avoid legal obligations or misrepresentation.

### DISPLAY OF THE PREFERRED FIRST NAME

Once established, the preferred name will be used throughout University systems, where possible. The legal name will continue to be used for those University records, documents, and business processes where the use of the legal name is required by law or University policy.

**A student's preferred name is used solely for SMU's internal systems; external systems (such as licensure paperwork, official transcripts, enrollment verifications, timecards, etc.) will continue to use the student's legal name.**

### Places Where the Preferred First Name is Used:

- // ID Badge
- // Email Account and Active Directory Authentication
- // Canvas
- // Directory Listing (unless a student has requested a FERPA Exclusion)

### Places Where the Legal First Name is Used:

- // Background Check
- // Financial Aid
- // Responses to enrollment inquiries such as verification requests (unless a student has requested a FERPA Exclusion)
- // Official Transcripts
- // Licensure Paperwork

## SMOKING POLICY

In consideration of the philosophical obligations inherent in being a University dedicated to the preparation of health-care professionals and with concern for the effects of second-hand smoke, Samuel Merritt University is a non-smoking facility in all of its buildings and grounds.

## SOLICITATION

### SALES

Students, alumni, and other members of the Samuel Merritt University community may make arrangements with the Office of the President to provide goods and services to the Samuel Merritt University community (e. g. symphony ticket sales). All solicitation and sales by non-campus individuals and groups must be registered and approved by the Office of the President.

### FUNDRAISING ACTIVITIES

Student organizations may engage in activities to raise funds for such things as class social events, ceremonies, conference fees, and scholarships. Approval for these activities is required by the organization's faculty advisor, the Assistant Vice President of Enrollment and Student Services, and the Executive Director of Development and Alumni Affairs. Other members of the Samuel Merritt University community, and off-campus groups may make arrangements with the Office of Development and Alumni Affairs to conduct charitable fundraising activities.

## STUDENT TRAVEL POLICY

### INTERNATIONAL TRAVEL

Travel experiences are best undertaken by well-informed travelers. The University strongly encourages all students and faculty who are planning travel for educational or other purposes to review thoroughly the political, health, crime, and other safety-related conditions prevailing in any country or domestic locale to which travel is contemplated.

Faculty participation is not required for student travel unless university credit is being awarded. Since travel can present formidable logistical challenges, especially for the first time traveler to a remote destination, the University requires that students undertake travel as part of a recognized and experienced medical mission agency with well defined safety policies and procedures as well as relationships with local medical, social, housing authorities. Agencies of this type include Global Medical Brigades, and the Center for Health Leadership and Practice. If other similar groups are being considered, the University can assist in evaluating their services for approval. If students choose to travel on their own, they cannot use the University's name on materials, websites, fundraising posters, etc.

All University students are responsible for their own safety when traveling. SMU will not fund, award credit for, or otherwise sponsor or support travel to any country where the [US State Department](#) has issued a warning that recommends US citizens depart the country; advises US citizens against all travel to the country; or recommends that US citizens defer non-essential travel to the country, or (very high) level threat. This restriction will apply through the date of departure.

When applicable, all students must sign a Travel Abroad Release acknowledging their understanding of the risks of such travel, affirming that they have reviewed and understand relevant safety-related materials, and assume the risks related to their travel. It is the responsibility of the student to submit the signed waiver to the program director/chair or dean who will, in turn submit the waiver to the Office of Academic Affairs.

### WHAT TO DO IN AN EMERGENCY

If you encounter an emergency while traveling where serious injury or illness has occurred, immediately seek medical treatment at the closest medical facility. If medical service is not available, contact the nearest [US Consular service or Embassy](#).

## STUDENT FUNDRAISING ASSOCIATED WITH YOUR TRIP

The University will not participate in any student travel fund-raising activity that is not sponsored by an approved group who provides students access to a modicum of safety related services such as healthcare and access to evacuation services. Student fundraising, either through the University or approved sponsoring agency is managed by the Office of Development at the University. Please refer to the Student Fundraising Policy.

## WEAPONS

In the interest of the safety and security of all faculty, staff, students, guests and visitors to the University, and in maintaining compliance with applicable Penal and Education Codes, the possession of:

1. firearms
2. weapons
3. any device, instrument, or item deemed to be a firearm or weapon or used in a threatening manner
4. fireworks and other devices of an explosive nature

is strictly prohibited on the Samuel Merritt University and Alta Bates Summit Medical Center properties. Exceptions to this policy are members of federal, state, county, and local agencies authorized by specific law to possess firearms/weapons in the performance of their duties. Persons found guilty of violating this policy are subject to suspension or dismissal from the University.

# STUDENT LIFE AND STUDENT SERVICES

## STUDENT ADVOCACY AND SUPPORT

The Office of Student Services, located at 3100 Telegraph Ave, provides services and support for students in the following areas: Student Activities, Community Outreach, Student Governance, Career Support, New Student Orientation, Student Health and Counseling, Academic Resource Center, Disability Resource Center, Student Conduct, Veteran's Support, Equity and Inclusion Training and Programming. Staff in the Office of Student Services can assist students in situations in which advocacy, support and guidance are needed or desired.

Students who need advocacy, support, or guidance should contact the Assistant Director of Student Services at 510.869.1572.

## DISABILITY RESOURCE CENTER

### MISSION

Samuel Merritt University recognizes disability as an aspect of diversity that is integral to society and to the campus community. It is the policy and practice of Samuel Merritt University to create inclusive learning environments. The role of the Disability Resource Center (DRC) is to be a resource to the entire campus – and even beyond the campus community – to encourage the creation of educational environments that are accessible to everyone, regardless of disability. When this is accomplished, access for students with disabilities is seamless.

The onus to create access for students with disabilities is on the entire campus community, with the ongoing support of the Disability Resource Center. When necessary, the DRC works with students and faculty to create accommodations to provide equal access to University services and facilities.

The Director of the Disability Resource Center oversees the creation and implementation of accommodations for students with disabilities. The DRC Director, in collaboration with the Assistant Vice President of Enrollment and Student Services, is responsible for investigation and handling student complaints of discrimination and overseeing

compliance with various disability laws and policies, in cooperation with Samuel Merritt University's Human Resources Office. If there is an unresolved disagreement over the appropriateness of a particular academic accommodation or complaints of discrimination, the Vice President of Enrollment and Student Services makes a final determination in the matter following grievance procedures outlined in the University Catalog.

### TECHNICAL STANDARDS

The University maintains a list of the cognitive, affective, and psychomotor skills deemed essential to the completion of each entry-level professional program and to perform as a competent generalist practitioner. These guidelines are available from the Office of the Director of the Disability Resource Center (phone: 510.869.6616) and on the Samuel Merritt University website at [www.samuelmerritt.edu/drc](http://www.samuelmerritt.edu/drc).

### SERVICE ANIMALS AND PETS GUIDELINES

Pets are not allowed in campus buildings. See contact information below for inquiries, procedures, and/or guidelines regarding disability-related animals, such as service animals and emotional support animals.

Please contact the [Disability Resource Center](http://DisabilityResourceCenter) at [drc@samuelmerritt.edu](mailto:drc@samuelmerritt.edu) or visit:

3100 Telegraph Ave., Suite 1000  
Oakland, California 94609  
Phone 510.869.6616  
Fax 510.869.1551

## ACADEMIC RESOURCE CENTER

### LEARNING ASSISTANCE

Tutorial Services offers subject-specific peer tutoring to both undergraduate and graduate students. Enrolled students may request a peer tutor and all efforts are made to accommodate as many requests as possible. The University believes that tutoring is a shared process of teaching-learning, where the learner is free to question, participate in his/her/hir own



academic growth, and experience an encouraging learning environment. The program's focus is to provide all students with a supportive environment where they can improve their study skills, develop their professional practice skills, and master course content.

Student tutors are provided with an hourly stipend. Faculty may refer a student for tutoring or a student can seek the service on their own. Requests for tutorial service can be completed and submitted online through the University's website at [http://www.samuelmerritt.edu/academic\\_support/request\\_tutorial](http://www.samuelmerritt.edu/academic_support/request_tutorial). For more information, contact the Academic Support Coordinator at 510.869.6511, x5612. In Sacramento, contact the Student Services Coordinator, at 916.646.2784; at the San Francisco Peninsula Campus, contact the Student Services Coordinator, at 650.292.5564.

## ACADEMIC AND WRITING ASSISTANCE

Learning strategies, improved test-taking techniques, and assistance with University writing are available on an appointment basis for any student seeking personal analysis of their learning methods and guidance in developing effective collegiate learning and writing strategies. Small group workshops can also be arranged on strategies to improve classroom learning. Contact the Academic Support Coordinator (510.869.6511, x5612) for more information.

## STUDENT ACTIVITIES

Social, athletic, and recreational activities are an integral part of student life. Advised by the Assistant Vice President of Enrollment and Student Services, the student body association and various class groups plan activities including seminars, socials, educational programs, dinners, barbecues, films, and softball games throughout the year. Recreational facilities are provided for the enjoyment of students, faculty, and staff.

The Community Learning Series, offered each semester, are one-hour seminars usually held at lunchtime. They cover a wide variety of topics, suggested by the community, and usually focus on some aspect of learning or on personal/professional development. The seminars are free and open to all members of the University community.

## HEALTH & COUNSELING SERVICES

The integrated Samuel Merritt University Student Health and Counseling Center (SHAC) provides top quality physical and mental healthcare to all currently enrolled students. We strive to enhance student wellness by promoting healthy lifestyle choices, encouraging a holistic philosophy and balance to life, and combining a pro-active, positive approach to healthy living and academic success. As health professionals we recognize that good health is more than the absence of illness, but rather a robust state of well-being that acknowledges the importance and inseparability of the mind-body relationship.

### Location

Peralta Medical Office Building  
3100 Telegraph Avenue, 3rd Floor, Suite 3105  
Oakland, CA 94609

### Hours

8:30am–5:00pm, Monday through Friday

### Phone

510.869.6629; all medical and counseling appointments can be made by calling this number.

[www.samuelmerritt.edu/shac](http://www.samuelmerritt.edu/shac)

## HEALTH SERVICES

Maintaining good physical health is an essential part of education and the SMU Health Center staff is committed to partnering with students to make informed choices and provide a holistic approach to student health, education, wellness and outreach services in a confidential, inclusive, and respectful environment.

### Health Services available on the Oakland campus include:

- // Acute outpatient healthcare
- // Continuity of care for chronic illness
- // Women's healthcare/Family planning
- // Healthcare screening/assessment
- // PPD skin tests for tuberculosis screening
- // Immunizations
- // Specialty referrals
- // Wellness consultation

Students at the **SACRAMENTO** Campus can access Health Services through the **Sutter @ Work program**. Samuel Merritt University is contracted with clinics in the Sacramento area for free annual PPD updates. Physical exams & vaccinations are charged a fee and the student is responsible for those fees. A list of Sutter @ work clinics in the Sacramento area can be found here: [www.samuelmerritt.edu/files/sutter\\_occu-pational\\_health\\_services\\_location.pdf](http://www.samuelmerritt.edu/files/sutter_occu-pational_health_services_location.pdf)

*\*Note: You must have a treatment authorization form signed by the site manager at the Sacramento Campus before you go to an appointment.*

### AFTER HOURS MEDICAL CARE

The Health & Counseling Center office is open Monday through Friday between the hours of 8:30am–5:00pm. After hours, on weekends, or during academic holidays, students should seek medical services off campus through their insurance carrier.



## COUNSELING SERVICES

The staff at Samuel Merritt University knows that student life can be a difficult transitional period with increased pressure and stress. We try to help students understand this period, find ways of coping with crises and function more effectively in the college environment by assisting them in defining and accomplishing their personal and academic goals. All services are free of charge for enrolled students, students who take an official leave of absence, or students who are suspended.

### Counseling Center Services include:

- // Short term Individual Counseling (up to 10 sessions per student, per calendar year)
- // Group Counseling
- // Mental Health & Wellness Consultation
- // Outreach & Presentations
- // Health & Wellness Workshops
- // On and Off-Campus Referrals
- // Crisis Intervention, during business hours

All services are free of charge for enrolled students.

Students at the **OAKLAND** campus can make initial counseling appointments by contacting 510.869.6629. The Oakland Counseling Center Office is open Monday–Friday between 9:00am–5:00pm.

Students at the **SACRAMENTO** and **SAN FRANCISCO PENINSULA** campuses can contact the Sutter Employee Assistance Program (EAP) Resources at 800.477.2258 for counseling services and are eligible for up to 10 counseling sessions per year, free of charge.

## AFTER HOURS & CRISIS

Counselors are available on campus Monday through Friday between 9:00–5:00pm. After business hours, on weekends or during holiday breaks, students seeking counseling services should utilize a provider through their health insurance. Students experiencing a psychiatric emergency should contact the following Crisis Lines or go to your nearest emergency room:

Alameda County Crisis Contact Line 800.309.2131  
National Crisis Hotline 800.273.TALK  
In ANY life threatening emergency, Call 9-1-1

## WELLNESS PROGRAMMING

Wellness consultation and outreach services are provided to the Samuel Merritt University community throughout the academic year. These services include a variety of programs aimed at enhancing the learning environment of the institution and can range from individual workshops and outreach to faculty, students, and staff, to larger group programs including orientation, conferences and presentations. Wellness services are designed to proactively help students become more aware of healthy choices before problems have a chance to start.

## STUDENT HEALTH REQUIREMENTS

Before registration, all entering students must provide the following to the Student Health and Counseling Center. All required health information and supporting documents must be uploaded and entered on the Student Health Portal (SHP). Documents submitted by mail, email, fax, or hand delivered will NOT be accepted and documents will not be returned.

1. **Tuberculosis Screening (PPD):** 2-Step PPD must be completed within 6 months prior to the University entrance date, and will need to be updated annually. Tuberculin (PPD) conversions will be evaluated and referred for follow-up care by the appropriate agency. Students who are exposed to a patient with tuberculosis will be screened according to Employee Health Services tuberculosis exposure policy. If there is a history of a positive PPD, students will need proof of a negative chest x-ray within 12 months prior to University entrance, date of positive PPD test, and an annual TB survey.
2. **Measles (Rubeola), Mumps, and Rubella:** Students born in 1957 or later: documentation of receipt of two doses of MMR or positive titres for rubeola, rubella, and mumps. Students born before 1957: documentation of receipt of one dose of MMR or positive titres for rubeola, rubella, and mumps.
3. **Varicella:** Documentation of positive varicella titre or of two varicella vaccines received regardless of prior history of chicken pox.
4. **Hepatitis B:** Documented proof of the Hepatitis B vaccination series (3 doses over a period of 6 months) or positive titre.
5. **Tetanus:** Verification of a of a Tdap (Tetanus, Diphtheria, Pertussis) within the last 10 years.
6. **Flu Vaccine:** Documented proof of the annual influenza vaccination or signed declination (mask required).
7. **Medical Insurance** (see Student Health Insurance section)
8. There may be additional requirements from your academic program or clinical placement, including (but not limited to) vaccine titers, color vision testing, and physical exam. Please check with your clinical coordinator.

## PROCEDURES FOR REPORTING ILLNESSES AND ACCIDENTS

1. At the beginning of each course, students are given procedures for requesting excused absences from clinical, course activities, and examinations for reasons which include, but are not limited to, illnesses and accidents.
2. Students notify or leave messages for their instructors at least one hour before the beginning of the clinical experience.
3. Students notify the appropriate agency supervisor as established by protocol in each agency, or by the clinical coordinator, at least one hour before the beginning of the clinical experience.

Faculty members have the right to deny students access to the clinical area if, in their opinion, the student is too ill or unsafe to care for patients. In instances where the faculty member is unable to make this decision, the student will be referred to Health Services for clearance. The Student Health Services nurse practitioner is available as a resource person to the faculty, as needed. If a student is hospitalized, the student and/or family will notify the Assistant Vice President of Enrollment and Student Services and the Student Health Services Department at the earliest possible time. If the Student Health Services Department is closed at the time of the student's illness or accident (see Clinical Injury for injuries occurring on clinical rotation), the department supervisor at Alta Bates Summit Medical Center will notify Health Services and the Assistant Vice President of Enrollment and Student Services.

## REFERRALS

Faculty may refer students with suspected functional, organic, or emotional problems to the Assistant Vice President of Enrollment and Student Services, or in his/her absence the Vice President of Enrollment & Student Services, for evaluation. The Assistant Vice President of Enrollment and Student Services will evaluate and refer to specialists when necessary (at student's own expense).

## STUDENT HEALTH POLICIES

### BLOODBORNE DISEASES

All students and faculty will, as appropriate, receive instruction in the utilization of standard precautions and infection control procedures for the prevention of the transmission of blood-borne diseases.

### FLU VACCINATION POLICY

All Samuel Merritt University students must have an annual flu vaccine prior to entering a clinical setting. Students who decline a flu vaccine must wear a N95 mask when they are in clinicals. Students are informed that if they refuse to get their annual flu vaccine, it may affect their ability to practice in a clinical location and prevent a student from progressing in her/his academic program.

### CLINICAL INJURY POLICY

Due to both the variations in clinical sites and agency personnel and departmental faculty roles, each University department will publish a specific procedure for handling student injuries and exposures to potentially hazardous materials. Students will be provided with thorough orientation to that procedure with their first clinical assignment. Students and faculty will clarify the protocol for handling clinical injuries and exposures with each subsequent clinical rotation.

Clinical injuries are covered under the University's worker's compensation insurance. Treatment will be available from a Sutter Health @ Work facility, during regular business hours, and from the Emergency Department during non-business hours (see procedures for specific hours). These sites should also be used for students injured during work/study employment, as well as students injured during clinical assignments. In addition to receiving evaluation and treatment, students will, as soon after the injury or exposure as possible, notify the appropriate University representative designated within their department (i.e. clinical faculty member for nursing, clinical coordinator for PT and OT), and within 24 hours notify the Samuel Merritt University Office of Human Resources (510.869.6511, x5351) of any injury or occupational hazard exposure and be assured of support in decision making regarding correct procedure for treatment and follow-up.

**In order to avoid incurring financial and legal liability, it is critical for injured or exposed students and their clinical faculty to follow the procedure provided by their department.**

Students are required to carry the University's health insurance (or have an approved plan that meets University requirements) to cover treatment of illnesses not directly related to classroom and clinical work. For more information about the Clinical Injury Procedure, please contact your department representative.

## INFECTIOUS DISEASES

Samuel Merritt University provides an educational environment which seeks to foster respect for human dignity and to promote professional responsibility. Students and faculty follow the standards of professionalism and ethical practice in accordance with the respective professional codes of ethics when dealing with issues of infectious illness. The University is committed to supporting the rights of all people to receive high quality healthcare, regardless of social and economic status, personal attributes, or the nature of their health problems.

### ASSIGNMENT OF STUDENTS TO CARE FOR CLIENTS WITH AN INFECTIOUS ILLNESS

Because it is the policy of most healthcare agencies that employees will treat clients without discrimination, and since students are being educated to work in a variety of healthcare delivery settings, it is essential that they learn to care for a variety of clients with infectious illnesses. When proper precautions are practiced, the chances of a healthcare worker becoming infected are minimized. The student will be assigned to a client with an infectious illness only after being educated on the epidemiology, precautions and practices to be taken to prevent transmission of these illnesses. Prior to such assignments, the student will also have satisfactorily demonstrated skill in application of infection precautions.

# EXEMPTION OF STUDENTS UNDER SPECIAL CIRCUMSTANCES

**Immunocompromised students:** Students with diagnosed immunological deficiencies are at an increased risk for developing opportunistic infections. The decision to exempt such a student from caring for a client with an infectious illness will be made on a case-by-case basis by the faculty responsible for the clinical course in consultation with the student's physician and appropriate University faculty/administrators. Current CDC guidelines recommend that asymptomatic healthcare workers with HIV infection not be restricted from employment. Based on this information, students who are positive for HIV and who are asymptomatic need not be restricted from clinical agencies or from attending class. Students should be advised that HIV infection may cause immunosuppression, and therefore increase the student's susceptibility to infections acquired from client-student interaction.

**Pregnant students:** Any limitations regarding clinical experience should be outlined in writing by the student's physician. The student is responsible for contacting the Student Health Services family nurse practitioner for counseling regarding safety in the clinical setting. A pregnant student should also consult with her academic advisor regarding her schedule and possible adjustments to her degree plan. When assigning a student with confirmed pregnancy, faculty will follow the established policy of the institution where the clinical experience is based.

**Students with infectious illness:** Any students exhibiting signs and symptoms of an infectious illness that places at risk the health of those with whom they have contact will not attend class or clinical.

**Student refusal of clinical assignment:** Any student who refuses a clinical assignment because of the nature of the client's illness may be subject to disciplinary action.

# EXPOSURE OF STUDENTS TO AN INFECTIOUS ILLNESS

**Prevention:** There is an immunization prerequisite for clinical courses. Infectious illness history and an immunization record are obtained at the time of admission into the University and are updated periodically to conform with the required practices of Student Health Services. Students who have not filed the University medical history and physical examination form or who are not current with immunizations will be prohibited from clinical experience until they are in compliance.

**Suspected or confirmed exposure of a student to an infectious illness:** The suspected or confirmed exposure of a student while in a clinical agency is treated in a manner similar to any exposure occurring within the agency. The student is expected to immediately notify the clinical faculty, who will then notify the supervisor of the healthcare facility where the exposure occurred. A formal report of such

exposure should be filed at the agency as directed by agency policy before the end of the clinical day. The forms designated in the SMU Clinical Injury/Exposure Procedure must be submitted to Samuel Merritt University Human Resources as soon as possible after injury or exposure. Subsequently, agency and University policies should be followed for reporting and follow-up surveillance and/or treatment. Any exposure to an infection during clinical rotation at Alta Bates Summit Medical Center must be evaluated by Employee Health and Infection Control. If necessary, medical referral will be provided. Exposures at other agencies should be followed up with the appropriate departments where the exposure occurred. Follow-up for exposures to infectious disease from other clinical settings will be provided if the healthcare agency where exposure occurred refuses to follow up (and documentation of the exposure is given to Sutter @ Work). Any exposure to an infectious disease outside of clinical rotation may be evaluated by Student Health Services for follow-up treatment as needed and according to policy. The clinical faculty is expected to notify the program or department Clinical Coordinator and department chair or program director of student exposure to an infectious illness.

Contact Samuel Merritt University Human Resources as soon as possible after injury or exposure. Subsequently, agency and University policies should be followed for reporting and follow-up surveillance and/or treatment. Any exposure to an infection during clinical rotation at Alta Bates Summit Medical Center must be evaluated by Employee Health and Infection Control. If necessary, medical referral will be provided. Exposures at other agencies should be followed up with the appropriate departments where the exposure occurred. Follow-up for exposures to infectious disease from other clinical settings will be provided if the healthcare agency where exposure occurred refuses to follow up (and documentation of the exposure is given to Sutter @ Work). Any exposure to an infectious disease outside of clinical rotation may be evaluated by Student Health Services for follow-up treatment as needed and according to policy. The clinical faculty is expected to notify the program or department Clinical Coordinator and department chair or program director of student exposure to an infectious illness.

# SERVICE FEES\* (immunization fees are per dose)

PPD	No Cost
Varicella	\$100.00
Hepatitis B	\$70.00
MMR	\$70.00
Tetanus (Tdap)	\$50.00
Flu Vaccine	No Cost
Physical Exam (includes physical, vision, and urinalysis)	No Cost

\*Fees are subject to change without notice

## OTHER HEALTH SERVICES

Nutritional counseling, wellness classes, and a chemical dependency prevention and treatment program are among the services offered at reduced rates by Alta Bates Summit Medical Center.

## PRIMARY SERVICES NOT PROVIDED BY HEALTH SERVICES

- Illness or injury requiring hospitalization
- Specialty services or referrals, e. g. , gynecological, dental, dermatological, ophthalmologic, optometric, psychiatric, etc.
- Special appliances such as braces, glasses, splints, etc.
- Healthcare after termination of regular enrollment or when on leave of absence
- Cost of prescribed medication
- Visits to the emergency department or the occupational health physician (unless covered by Worker's Compensation)
- Lab, x-ray, and other diagnostic tests

## DISCOUNTED MEDICAL BENEFITS

Students employed by Alta Bates Summit Medical Center are eligible for discounted medical services. For further information, call the Alta Bates Summit Medical Center Cashier's Office, 510.655.4000, ext. 4500.

## STUDENT HEALTH INSURANCE

In order to comply with clinical requirements and accrediting obligations, SMU requires all students to obtain and maintain continuous coverage in a domestic medical insurance plan that is compliant with the Affordable Care Act (ACA). The minimum level of coverage for waiving enrollment in the student health insurance plan includes an ACA-compliant level medical plan, urgent and non-urgent care, mental health benefits, and prescription coverage. Students who have their own qualified plan must submit an online waiver form; students who need coverage must enroll in the University plan(s) by submitting an online enrollment form. Any questions regarding the University's responsibility for medical care should be referred to the Coordinator of Student Health and Counseling Center. Information on student insurance plans can be found at <https://app.hsac.com/smu>.

- New students, at least thirty days prior to their program start date, are required to submit an online Student Health Insurance Form indicating that:
  - you would like to enroll in the SMU health insurance plan, or
  - you would like to waive the SMU health insurance plan and will provide proof of an approved group

health insurance plan by submitting the policy information as requested by the Student Health Insurance Form.

See website: <https://app.hsac.com/smu>

- Fees for students who wish to enroll in the University's Anthem Blue Cross Health Insurance plan:

### August 1, 2017–July 31, 2018

Students who fail to submit an online enrollment form by the start of their first term in their program will be automatically enrolled and charged for the full term.

- Students enrolled in the University's plan will be re-billed each term while they are enrolled at SMU, unless and until a new online enrollment form is completed and submitted in advance of the next term's billing cycle to the Office of Health & Counseling Services.

All students are required to notify the Servicing Administrator for SMU—HSA Consulting, Inc. (HSAC) of any change in their health insurance status while enrolled at SMU via submitting a new online Student Health Insurance Enrollment Form.

All charges for the University's Health Insurance will be billed to your University student account.

- Students who take an official leave of absence or suspended, are eligible to keep their insurance for the duration of their leave, provided that they make a payment in advance for every six months of coverage.

There are no adjustments or refunds available for payments made for health insurance continuation during a leave of absence or suspension.

- Students who withdraw from Samuel Merritt University will have their SMU health insurance terminated as of their withdrawal date, unless they elect to keep their insurance through the end of the period for which they last paid.

Students **must complete** the withdraw process, as outlined in the Academic Policies section, prior to having their insurance charges adjusted. Students must provide the Office of Health & Counseling Services with a copy of the completed withdrawal form.

### In addition, students can enroll their family in the insurance plan:

	Enhanced Plan	Basic Plan
Student	\$5,824.68	\$4,369.92
Student & Partner/ Spouse	\$12,684.24	\$9,504.84
Student & Children	\$12,891.24	\$9,711.84
Family	\$17,729.88	\$13,320.60

## BOOKSTORE

Located on the Oakland campus in Peralta Pavilion, Room 2710, the Samuel Merritt University Bookstore is open Monday to Thursday, 9:00am until 5:00pm, and Friday, 9:00am until 3:00pm, and is operated by The Follett Higher Education Group.

A full range of services are available, including textbooks, special book orders, school supplies, Samuel Merritt University gear and clothing, drinks and snacks, as well as other healthcare student needs.

Contact the bookstore via telephone at 510.869.1504; visit the bookstore through the University website, or at [www.efollett.com](http://www.efollett.com) and select "school."

## CEREMONIES AND EVENTS

The University and its departments sponsor annual ceremonies and events to recognize achievement, celebrate progress, communicate information, and to build a stronger sense of community among the University's varied constituencies. Commencement is coordinated in the Office of Academic Affairs. Department-sponsored ceremonies and events are coordinated by the department's faculty and staff. Significant events include:

### CLOSURE CEREMONIES

Special "end of program" activities for each program which are sponsored by an academic department. These may include graduation dinners, award ceremonies, professional honor society events, and professional "pinning" or white coat ceremonies.

### NURSING PROGRAM PINNING

Held during the academic year by the School of Nursing for undergraduate nursing and entry-level master of science in nursing students who complete pre-licensure or undergraduate degree requirements. Pinning is a ceremony of special historic and symbolic significance in which students receive the insignia of the nursing program in the form of a pin to be worn with their professional attire.

### COMMENCEMENT CEREMONIES

Commencement events include ceremonies for the undergraduate, graduate, and doctoral programs. Commencement is held in May.

### CONVOCATION

An academic ceremony held in September which marks the beginning of the academic year.

## COMPLAINT PROCESS

Samuel Merritt University values information from students, faculty, staff, and the public that assists in assuring that policies and procedures are applied appropriately and continuing improvement of the institution takes place.

The University has a complaint process to be used by students, faculty and staff as described below. Complaints are received, monitored, evaluated, and wherever possible within existing policy and resources, resolved. The process is managed by the Office of the President.

### DEFINITION OF COMPLAINT

A **complaint** is a concern or issue identified by a Samuel Merritt University student, faculty, staff member or external party with respect to the operations, services, conditions or facilities of the University. Issues concerning academic or behavioral matters involving students and faculty are governed by the dispute resolution and grievance procedures outlined in the *SMU Catalog* (page 151), and are not governed by the complaint process. Complaints concerning the personal lives of individuals connected to the University are not considered.

### PROCESS AND PROCEDURE

Complaints are reviewed by the Office of the President, and if determined to fall within the definition provided in the complaint policy, will be forwarded to the appropriate University office for response. The person submitting a complaint will receive a written acknowledgment that the complaint was received within three (3) business days, and whether further review and response will be forthcoming, or that it does not fall within policy. In cases where the complaint is not clear, further clarification or information will be requested.

If the complaint is considered, the complainant will receive a response from a University office or representative within thirty (30) business days, or should additional time be required, the complainant will be so notified. The response to the complainant will indicate the University's understanding of the complaint, provide an explanation or other information that would inform the complainant, and describe a resolution if feasible. The response will indicate that the complaint is closed or pending further review.

### HOW TO SUBMIT A COMPLAINT

Any complaint to the University must be submitted electronically on the University website. The link can be found on the SMU homepage under "Complaints" at the bottom of the page. Alternatively, the direct link to the complaint process and form is: <https://www.samuelmerritt.edu/complaints>.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capital Oaks Drive, Suite 400, Sacramento, CA 94633, <http://www.bppe.ca.gov> or 916.431.6924.



# STUDENT EMPLOYMENT

Student employment offers students the opportunity to help meet University expenses and gain valuable job experience. A list of current student employment opportunities is posted at the Samuel Merritt University Employment webpage. A variety of student positions are available at the University. There are a limited number of off-campus community service positions that are work study eligible. Students must speak with the Director of Financial Aid for requirements, eligibility, and openings prior to considering any off campus work-study job. Most student positions pay \$13.00/hour (some specialized positions pay \$15/hour). Students may work a maximum of 20 hours/week and 8 hours/day while attending classes. If a student is not enrolled in classes for a semester as part of the normal progression (summer vacation), additional hours may be worked, up to a maximum of 40 hours/week and 8 hours/day.

# SECURITY/ESCORT SERVICE

It is advisable for students leaving the campus after dark to call for a guard to escort them to their cars. Arrangements for escort service can be made through the Summit operator (or security office at the campuses).

Any threats to safety should be immediately reported to Security as well as University officials.

# JOHN A. GRAZIANO MEMORIAL LIBRARY

The John A. Graziano Memorial Library houses the largest and most complete collection of nursing journals, monographs, and audiovisual materials in the East Bay, and one of the best collections in this specialty area in California. The Library also has holdings in physical therapy, occupational therapy, physical assisting, and podiatric medicine resources. In addition, the Library supports a core medical collection of textbooks and reference materials, and subscribes to more than 11,000 print and electronic journals. The Library currently contains a collection of 46,000 volumes. The Library maintains online access to 36 databases and a web-based catalog. In addition, there are laptop computers with network access available for in-library use. The Library is the information center for Samuel Merritt University. As such, it serves the students, faculty, and staff with a full range of reference and circulation services and full access to electronic information technology. Members of the University community may be asked to present their photo identification card to assure access to library collections and services.

# HOURS OF OPERATION: SEPTEMBER–MAY

DAY	TIME
Monday–Thursday	7:30AM–10:00PM
Friday	7:30AM–5:00PM
Saturday	11:00AM–4:00PM
Sunday	Noon–10:00PM

The Library observes expanded hours during final examinations and shortened hours during holiday breaks and summer. Current operating hours may be verified by calling 510.869.8900 or by visiting the Library website. Changes in Library hours are communicated to students' SMU e-mail addresses.

# LIBRARY FACILITIES AND SERVICES AT THE CAMPUSES

Students and faculty at the campuses have the services of a librarian who is based on site. The librarian provides orientations to library services and teaches students how to locate, evaluate, and effectively use needed information. The librarian also works with faculty in order to build core text collections that support the curriculum. Students may set up appointments to work with the librarian one on one or in small groups.

All Library licensed databases, including more than 11,000 full text electronic journals and 200 e-books are available at the campuses. Proxy mediated access to databases is also available from off-campus internet stations.

Students and faculty may search the John A. Graziano Memorial Library's web-based catalog and order books from the regular circulating collection in Oakland directly from the catalog. Items are delivered to the remote campuses on a daily basis Monday–Friday.

Students based at all sites may use the John A. Graziano Library's collection and facilities when they are on the Oakland campus.

Students based at the Sacramento Campus may opt to receive a borrower card for California State University, Sacramento or the University of California, Davis, Carlson Health Sciences Library.

# MEDIA SERVICES

The Samuel Merritt University Media Services Department provides audio-visual (A/V) support to Samuel Merritt University and its Health Education Center, and Alta Bates Summit Medical Center. Media Services provides on-site support of A/V technology installed in all SMU campus classrooms, conference rooms, video conferencing facilities, health science simulation suites, and other A/V equipped rooms.

Video recording services are available for academic events during normal business hours. Requests by faculty, staff, and students for recording of on-campus events will be honored based on the availability of a Media Services technician. Faculty, staff, and students may request duplication of audio or video media for academic use. All media duplication activities are completed in accordance to federal copyright and intellectual property governance laws.

Media Services provides portable A/V equipment for academic use in locations where integrated systems are not available.



To reserve A/V equipment, or to inquire about services and availability, please contact the Media Services Department at 510.869.6575.

## TECHNOLOGY SERVICES

Desktop computers are available for student use in designated computer labs at each SMU campus. All lab computers have Internet access, Microsoft Office Enterprise Edition, and a variety of computer-assisted instructional programs. The Oakland campus has one additional computer lab located in Peralta Pavilion Level-L, which is frequently used for computer training or online testing activities. Wireless network access is available to students in all classroom, library, and group study areas.

## PRINTING AND COPYING

Each computer lab offers students access to laser printing and self-service photocopy machines. Students are allocated a quota of complementary printing and copying each academic term. Individuals whose printing and copying exceeds quota will be charged at the end of the term. Please see the website for more details, including pricing. The University observes copyright regulations.

## FOOD SERVICES

The primary location for food service on the Oakland campus is the Alta Bates Summit Medical Center Merritt Pavilion, which offers food service approximately 12 hours per day, including breakfast, lunch, and dinner. Numerous small restaurants and delicatessens are located within walking distance of the campus on Telegraph Avenue, 30th Street, Broadway, and Piedmont Avenue.

The primary food option for the San Francisco Peninsula campus is the Grapevine Café, located in Building 1726 behind the SMU facility. They are open Monday–Friday, 7am–4pm and offer a variety of beverages, breakfast foods, and lunch options. Catering is also available through the Grapevine Café. Additional food options within walking distance include Trader Joe's and convenience stores along Concar Drive and S. Grant Street.

The primary food option for the Sacramento campus is the City Café, located within the same business park 2720 Gateway Oaks Drive, Sacramento, CA 95833. Additional food options within walking distance (less than 1/4 mile) include: Jamba Juice, Starbucks, Kings Sushi, Good Friends Chinese, New York Pizza Jack in the Box, and Carl's Junior.

Vending machines are located in various locations on all campuses.

## MAIL SERVICE

The mailing address for the University is 3100 Telegraph Avenue, Oakland, California 94609-3108. Students may leave written messages or documents for faculty or staff at the Campus Service Center, with the staff at the campuses, or at their respective offices.

## PARKING AND PUBLIC TRANSPORTATION

Students are responsible for providing their own transportation to and from classes and clinical experiences. Nearby garages offer parking, patrolled by security officers, on a daily or semester fee basis. Students are encouraged to travel in carpools whenever possible and a commute board is posted in the Student Lounge for listing ride shares.

The University is served by public bus lines run by Alameda County Transit. There are several stops near the University. Schedules and route information are available by calling AC Transit at 800.559.4636.

The closest Bay Area Rapid Transit (BART) stops are located between 40th and MacArthur Streets and in downtown Oakland. Alta Bates Summit Medical Center runs a shuttle service between MacArthur BART Station on the 40th Street side and the campus on a daily regular schedule, Monday through Friday. For additional information on the shuttle service, call the Summit Security Office, ext. 7847 or 510.763.4001.

## PARKING & TRANSPORTATION INFORMATION AT ALTA BATES SUMMIT MEDICAL CENTER

The Parking Services Department is committed to providing safe, reliable, convenient, and low-cost parking for faculty, staff, day, and evening students.

## SEMESTER RATES

Spaces are available in the **South Garage** (access to the Merritt Garage after 6:00pm will be included to accommodate late afternoon and evening classes).

<b>Fall Semester (September through December)</b>	<b>\$125.00</b>
<b>Spring Semester (January through May)</b>	<b>\$125.00</b>
<b>Summer Semester (June through August)</b>	<b>\$75.00*</b>

*\*Graduate students beginning in the summer semester must pay an additional \$25 for the summer semester in order to cover the month of May.*

## DEBIT CARDS

Students can elect to purchase a parking debit card, where the parking fee is deducted from a previously paid amount (similar to a bank debit card).

## DISCOUNT RATES

Providence Garage: \$3.75 per exit with discount validation—**after 6pm only**.

## PARKING AT NO COST

**Motorcycles** may park free in the Merritt Garage (in designated areas) on levels B and G.

**BART** shuttle service is available every 15 minutes from 5:30am–9:00pm.

## STANDARD DAILY RATES FOR VISITORS

South Garage: \$18.00 per day or \$1.75 every 20 minutes.

## PARKING INFORMATION AND APPLICATIONS

Can be obtained through the Campus Support Center Office located in the South Pavilion, Ground Level, Room G615. Office hours are Monday through Friday, 8:30am to 4:30pm (closed for lunch from 12:30 to 1:00pm).

// All garage access is provided via parking card.

// BART schedules and parking maps are available at the Campus Support Center.

## PAYMENT METHODS

// Cash—All cash payments must be made in person, for the entire semester fee.

// Check—All checks must be drawn from a California bank, for the entire semester fee and should be made payable to ABSMC Parking Department.

**All parking fees are non-refundable and are due upon submission of the completed Parking Application Form.**

## GENERAL PARKING REGULATIONS

// Parking is permitted only in areas designated for parking use. Parking in roadways, loading zones, fire lanes, or at building exits is prohibited whether or not so posted.

// Parking privileges are NON-TRANSFERABLE and will be revoked in the event of any application, permit or vehicle misrepresentation.

## STUDENT ORGANIZATIONS

### STUDENT BODY ASSOCIATION (SBA)

The Student Body Association (SBA) is involved in bringing students together from across the programs and locations via events, sponsorships, academic and social activities. The SBA also acts as the voice of the students, bridging communication between students and administration and providing the student view to the University during planning and committee assemblies. Students can express their concerns, questions, and ideas through the SBA. Students can also come to the SBA to join or form clubs and groups. Overall, the SBA is here for the students to make our community a

better place to learn and enjoy everything Samuel Merritt University has to offer. You can find more information on the Clubs and Organizations, including how to join, in SMU Pulse.

Each academic program also has class representatives. A class representative serves as the voice of his or her specific program at Samuel Merritt University. They assist students in voicing their opinions to the SBA and the entire community. The SBA aspires to unify students from each program to invoke a sense of school pride.

## ACTIVE MINDS

The mission of Active Minds is to utilize the student voice to raise awareness about mental health at SMU. Active Minds chapters fulfill this mission by: increasing students' awareness of mental health issues and symptoms of mental health disorders, providing information about available resources, encouraging students to seek help as soon as help is needed, and serving as a liaison between students and the mental health community.

## AMERICAN ASSOCIATION OF NURSE ANESTHETISTS (AANA)

The American Association of Nurse Anesthetists is the sole organization that represents more than 49,000 nurse anesthetists nationwide. Its state affiliate organization is the California Association of Nurse Anesthetists (CANA). Nurse anesthesia students are required to attend meetings in Northern California and are strongly encouraged to attend the annual meeting of the AANA, which rotates to major metropolitan areas throughout the country. Educational time off in excess of excused days is afforded students for these meetings.

## CALIFORNIA NURSING STUDENTS ASSOCIATION (CNSA)

CNSA is the California branch of the National Student Nurses Association. The professional organization for nursing students, its main objectives are to promote nursing education and act as a community service organization. The CNSA is politically involved with legislation affecting healthcare. Participation in the association increases students' awareness of the trends and changes occurring in the nursing field. CNSA also offers various scholarships to its members.

## COMMUNITY SERVICE HONOR SOCIETY

The purpose of the Samuel Merritt University (SMU) Community Service Honor Society is to recognize SMU students who have demonstrated excellence in volunteer service and leadership to the community. The award is granted annually to Samuel Merritt University students who best exemplify both leadership in community service endeavors and the values of the University. Interested in learning more about the Community Service Honor Society? Contact Assistant VP of Enrollment and Student Services Craig Elliott at 510-869-6627 or [celliott@samuelmerritt.edu](mailto:celliott@samuelmerritt.edu) or Associate Professor Barbara Puder at [bpuder@samuelmerritt.edu](mailto:bpuder@samuelmerritt.edu).

## HEALTH AND WELLNESS CLUB

The Health and Wellness Club provides the SMU community access to the types of activities that promote their holistic wellness. In keeping with our mission, we are pleased to invite you to take part in an array of classes and gatherings, which allow you to integrate self-care practices into your healthy lifestyle.

## INSTITUTE FOR HEALTHCARE IMPROVEMENT OPEN SCHOOL CHAPTER

The Institute for Healthcare Improvement (IHI) Open School Chapter at Samuel Merritt University is a face-to-face, interprofessional group that brings students from all of the University's programs together through a shared interest in learning about quality improvement and improving care for patients. The Chapter offers a forum for like-minded students to interact and help each other gain skills to improve care. The IHI Open School Chapter provides opportunities for students to learn, network with peers, connect with faculty who have similar interests, get involved with community service, and accomplish scholarly activities such as publishing and presenting work.

## INTERNATIONAL STUDENT HEALTHCARE CLUB

According to the group's mission statement, the club was formed "to support all individuals, locally and globally, to achieve, maintain, and sustain optimum health principles and practices." The club will focus on raising funds for sustainable health clinics abroad, organizing mission trips, and acting as a forum for discussions on the topic of international healthcare. The group meets regularly to participate in health fairs, learn about global and national healthcare issues and works toward creating solutions.

## MEN ALLIED FOR NURSING AND EDUCATION (MANE)

We are dedicated to supporting male nursing students in their roles as both students and providers of care. We will increase acceptance of men as caregivers by engaging faculty, hospital staff, our peers, and the community in an open and nonjudgmental dialogue about men's issues in nursing and nursing education. Membership in MANE is open to all Samuel Merritt University students, alumni, faculty and staff of any nursing-related department. Membership is unrestricted by consideration of age, sex, color, creed, handicap, sexual orientation, lifestyle, nationality, race, religion, or gender.

## PRIDE COMMITTEE

The purpose of the Pride Committee is to identify and address issues pertaining to LGBTQ<sup>2</sup>IA (Lesbian, Gay, Bi, Trans, Queer, Questioning, Intersex, and Ally) students, staff and faculty at Samuel Merritt University. By addressing these issues, Samuel Merritt University will provide a more

productive learning environment and graduate health-care professionals who are more aware and sensitive to LGBTQ<sup>2</sup>IA needs and issues in their field. Allies are especially welcomed and encouraged to join!

## PHYSICAL THERAPY STUDENT ASSOCIATION

## PHYSICIAN ASSISTANT STUDENT ASSOCIATION

## SCHOLARS IN SERVICE PROGRAM

Samuel Merritt University, in partnership with the San Francisco Foundation, established the Scholars in Service Program (SISP) in 1996 to attract and retain underrepresented students of color who may not otherwise be able to attend the University. Eligible students are academically qualified African-American and Hispanic/Latino students who are committed to working in medically underserved communities in the East Bay while in school and after graduation.

The Scholars in Service Program has since been expanded to offer support programs to all African-American and Hispanic/Latino students enrolled in, or considering Samuel Merritt University. The Program provides students with valuable guidance and assistance as they pursue their education at Samuel Merritt University. The Enrollment and Student Services staff play a crucial role in helping students adjust to the rigors of nursing school, serving as academic advisors, personal advocates, and reference for a variety of campus matters. For more information, contact the Office of Diversity and Inclusion.

## STUDENT OCCUPATIONAL THERAPY ASSOCIATION

Membership in the Student Occupational Therapy Association is required of occupational therapy students at Samuel Merritt University. After certification as occupational therapists, graduates are eligible for membership in the American Occupational Therapy Association (AOTA).

## STUDENTS OF COLOR COLLECTIVE

The Samuel Merritt University Students of Color Collective is an organization on campus where students of color can find support, mentorship, and leadership. We strive to effect change on and off campus by advocating and promoting an increased cultural awareness and equality among the SMU community and the greater Bay Area.

## STUDENT RUN CLUB

For Samuel Merritt University students and faculty who like to run! We run on Tuesdays at 11am and meet at the lawn outside Peralta. We welcome all runners, joggers, and walkers! There is generally a group that runs five miles (from SMU around Lake Merritt and back) and a group that runs three miles (drive to Lake Merritt and run the lake).

## CSPM STUDENT ORGANIZATIONS

CSPM Alumni and Associates, Student Chapter  
Alpha Gamma Kappa (AGK)  
American Academy of Podiatric Practice Management (AAPPM)  
American Academy of Podiatric Sports Medicine (AAPSM)  
American Association for Women Podiatrists (AAWP)  
American College of Foot and Ankle Surgeons (ACFAS)  
American Professional Wound Care Association (APWCA)  
American Podiatric Medical Students Association (APMSA)  
American Public Health Association (APHA)  
American Society of Podiatric Surgeons (ASPS)  
Calcaneus (CSPM Yearbook)  
California Podiatric Medical Association, Student Chapter (CPMA)  
CSPM Medical Mission  
Forensic Podiatry Club  
Journal Club  
National Foot & Ankle Journal  
Pi Delta National Podiatric Medicine Honor Society  
Podopediatrics Club  
Student National Podiatric Medical Association (SNPMA)

## CREATING NEW CLUBS AND ORGANIZATIONS

### PROCESS OF OBTAINING AN ORGANIZATION/ CLUB CHARTER

1. Any group of students wishing to start an organization/ club may do so. There must be an initial start of 10 students petitioning interest for the proposed organization/club.
2. The organization/club charter and list of students must be completed and given to SBA two weeks prior to first proposal of organization/club to SBA.
3. It shall take a 2/3 majority vote of the SBA leadership to approve an organization/club.
4. Membership shall be open to all SBA members (SMU students) who express a desire to be part of the organization/club.
5. The organization/club shall elect an advisor to attend events and activities when available to do so.
6. After the organization/club charter has been approved, the organization/club is granted \$500 seed money from SBA funds. This money is allotted one time only. There is no replenishing of organization/club funds by SBA means. No funds shall be approved for any organization/club that does not conform to the bylaws.
7. An organization shall be a group which functions to enhance the professional attitudes, skills, and knowledge of students.
8. A club shall be a group organized to carry out specialized extracurricular activities.

9. Any club or organization that does not perform according to the standards and expectations set forth by University, SBA and/or the approved charter may have its charter, approval, and access to any funding revoked.
10. The President of the organization/club shall attend or send an alternate to all Student Body Association meetings or communicate with SBA via email to [sba@samuelmerritt.edu](mailto:sba@samuelmerritt.edu).

## STUDENT POLICY DEVELOPMENT PROCESS

Any student or group of students may submit for approval a proposed policy to the appropriate student government committee.

### The committee may:

1. Recommend approval of the policy and forward it to the Assistant Vice President of Enrollment and Student Services.
2. Return it to the originator for revisions and modifications.
3. Reject the proposed policy outright. If the policy is rejected, an explanation must be provided to the originator.

### The Assistant Vice President of Enrollment and Student Services may:

1. Approve the policy outright or send it forward to the appropriate University committee or administrator.
2. Return it to originator for revisions and modifications.
3. Reject the proposed policy outright. If the policy is rejected, an explanation must be provided to the originator and to the approving student body committee(s).

## ALUMNI SOCIETY

The Alumni Society exists to strengthen ties between its members and the University, to aid in the University's future goals, and to promote the University in desirable and practical ways. From an earlier organization, the Samuel Merritt Nurses Alumni Association, the Alumni Society was formed in 1996 to include graduates of all Samuel Merritt University programs. All graduates of Samuel Merritt University, Providence College of Nursing, as well as



graduates of the California College of Podiatric Medicine, are members of the Alumni Society. Members receive invitations to regular social, educational, and professional development activities, a subscription to the alumni newsletter, the Reporter; and borrower privileges at the John A. Graziano Memorial Library. Members are encouraged to keep in regular contact with the University, and to assist the University in its fundraising and recruitment goals.

## STUDENT ACTIVITIES

Social, athletic, and recreational activities are an integral part of student life. Advised by the Assistant Vice President of Enrollment and Student Services, the student body association and various class groups plan activities including seminars, socials, educational programs, dinners, barbecues, films, and softball games throughout the year. Recreational facilities are provided for the enjoyment of students, faculty, and staff.

## STUDENT AWARDS AND RECOGNITION

### ARMED SERVICES AWARDS

The branches of the armed services sponsor awards for students who have demonstrated excellence in scholarship, leadership, service, and clinical practice.

### DEAN'S LIST (BSN)

To recognize academic excellence, the Academic Vice President publishes the names of undergraduate students who achieve a current grade point average of 3.5 or higher in a minimum enrollment of ten semester units at the conclusion of each full semester.

### STUDENT, STAFF, AND FACULTY OF THE YEAR

The student body can nominate an exceptional student, staff, and faculty of the year in recognition of exceptional work both in and out of the classroom. Nominations are sought in April of every year.

## WHO'S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES

Students are nominated by any member of the University community and considered by their academic department for this award. Inclusion in this publication is reserved for seniors and graduate students in their final year who have excelled in scholarship, leadership, and service. Eligibility requirements include:

1. Senior or final-year graduate standing
2. Academic excellence
3. Exceptional class and clinical performance
4. Demonstrated leadership qualities
5. Demonstrated service to profession, University and/or community

## OCCUPATIONAL THERAPY AWARDS AND RECOGNITION

### OUTSTANDING GRADUATING OCCUPATIONAL THERAPY STUDENT AWARD

Each year one OT student is selected for recognition in the area of academic excellence. The selection of this recipient is based on grade point average in academic coursework and evidence of ambition to further education toward a doctoral degree or an expressed interest in teaching.

### COMMUNITY SERVICE AWARD IN OCCUPATIONAL THERAPY

This award is presented to an OT student in recognition of outstanding leadership skills both among fellow students and in service to the profession.

### PI THETA EPSILON OUTSTANDING SERVICE AWARD

Pi Theta Epsilon (PTE) is the honor society for occupational therapy students, faculty, and alumni. This society recognizes and encourages superior scholarship among students enrolled in professional entry-level programs at accredited colleges and universities throughout the United States. The mission of Pi Theta Epsilon is to promote research and scholarship among occupational therapy students.



## PHYSICAL THERAPY AWARDS AND RECOGNITION

### DR. MARTHA JEWELL AWARD FOR ACADEMIC EXCELLENCE IN PHYSICAL THERAPY

Dr. Jewell was the founding Chair of the Department of Physical Therapy. This award is given in her name to recognize a graduating physical therapy student for outstanding academic achievement during their professional education.

### DISTINGUISHED SERVICE AWARD IN PHYSICAL THERAPY

The physical therapy faculty may select a graduating physical therapy student each year who has displayed outstanding service to the University, program, and community.

### OUTSTANDING GRADUATING PT STUDENT AWARD

Awarded to a graduating PT student who has demonstrated outstanding achievement in at least two of the three following areas: scholarship, clinical practice and service leadership. This award is meant to exemplify the highest level of achievement and/or potential in relation to the mission and values of the Physical Therapy Department.

### PETER EDGELOW AWARD FOR OUTSTANDING CLINICAL PERFORMANCE BY A PHYSICAL THERAPY STUDENT

The physical therapy faculty may select a graduating physical therapy student who has displayed outstanding clinical performance for this award.

## SCHOOL OF NURSING AWARDS AND RECOGNITION

### ELLA SWEEP AWARD

The nursing faculty annually awards the Ella Sweep Award to graduating seniors who have demonstrated excellence in clinical practice. The award is presented at a special ceremony.

### FACULTY AWARD FOR THE MOST PROMISING ENTRY-LEVEL MSN STUDENT

Awarded each year to an eligible ELMSN student who has demonstrated significant achievement in scholarship, clinical practice, client advocacy/community service, and communication skills/leadership. Eligibility criteria are satisfactory completion of all pre-licensure requirements for the ELMSN program, and a minimum GPA of 3.3 for the first three semesters of ELMSN coursework.

### OUTSTANDING ABSN STUDENT AWARD

Awarded each year to an eligible ABSN student from each site who has demonstrated significant achievement in scholarship, clinical practice, client advocacy, community service, and leadership. Awards are determined by full-time program faculty at each site.

### OUTSTANDING GRADUATING MS NURSING STUDENT AWARDS IN CASE MANAGEMENT, FNP, AND CRNA

Awarded each year to a graduate nursing student in each specialty track who has demonstrated significant achievement in scholarship, community service, clinical practice, research, and leadership. Specifically, these awards acknowledge students whose performance exemplifies the highest level of achievement and/or potential in relation to the goals of the Master of Science in Nursing Program.

### DR. CHARLES J. ROVINSKI AWARD

Samuel Merritt University established the Rovinski Memorial Fund in 1996 as an endowed fund in memory of Charles J. Rovinski, CRNA, EdD. Dr. Rovinski, a vital force in the development of the Program of Nurse Anesthesia, was its first Associate Director from 1993–1996. Each year, a member of the Program graduating class receives the Dr. Charles J. Rovinski Award in recognition of scholarship, clinical excellence, and professionalism.

### YURI NISHIMURA SCHOLARSHIP AND OUTSTANDING CLINICAL FACULTY AWARD

The Yuri Nishimura Scholarship Fund was established in 1994 in tribute to Yuri Nishimura, CRNA, MPA, one of a core group of Kaiser Permanente nurse anesthetists and anesthesiologists with who lay the origins of the Samuel Merritt University Program of Nurse Anesthesia. Yuri's commitment to education was evident through her personal accomplishments, and the indefatigable energy with which she encouraged the pursuit of advanced education in the students and colleagues that she mentored throughout her career. Each year, there are two individuals recognized with honors bearing Yuri Nishimura's name. Recipients of the Yuri Nishimura Outstanding Clinical Faculty Award and the Yuri Nishimura Scholarship are chosen because they exemplify some of Yuri's qualities: commitment to excellence in education and professional development.

### DAVID DANIEL BEATON MEMORIAL AWARD

The David Daniel Beaton Memorial Award was established as an endowment fund in 2014 in memory of David Beaton, MSN, CRNA, a Samuel Merritt University Program of Nurse Anesthesia graduate, class of 2010. The fund was created with contributions made by family, friends and colleagues of Mr. Beaton. The purpose of this annual award is to provide funding to a deserving CRNA student(s) who exemplifies



the enthusiasm, leadership and commitment to the CRNA profession demonstrated by Mr. Beaton during his time as a student at SMU and after he graduated. Funds awarded to recipients are intended to be used to assist with the expenses of presenting a research poster or podium presentation at a state or national Nurse Anesthetist Association meeting. The award recognizes a student who is committed to furthering the nurse anesthesia profession by contributing to the social, cultural or economic well-being of the profession, while encouraging cross cultural understanding and demonstrating sustained leadership and initiatives that are worthy of recognition.

### **SIGMA THETA TAU INTERNATIONAL NURSING HONOR SOCIETY**

The nursing departments of Samuel Merritt University, California State University, East Bay, and Holy Names University jointly sponsor the Nu Xi At-Large Chapter of Sigma Theta Tau. The society exists to recognize superior achievements in nursing; encourage leadership development; foster high nursing standards; and strengthen the commitment to the ideals of the profession. Membership is conferred only upon nursing students in baccalaureate or graduate programs who achieve high scholastic averages or upon qualified bachelor's, master's, and doctoral graduates who have demonstrated exceptional scholastic, leadership, and research achievements in the nursing profession. Eligibility requirements are available from the Faculty Counselor for Nu Xi Chapter. Contact the School of Nursing for the name of the current Faculty Counselor.

### **SUTTER SCHOLARSHIP**

Sutter Health Sacramento Sierra Region has gifted Samuel Merritt University funds to establish the Sutter Scholarship Program. Four awards of \$5,000 each are made.

#### **Scholarship Requirements**

- // A minimum G.P.A. of 3.5
- // Full-time enrollment at Samuel Merritt University
- // Scholarship recipient must reside in one of the six county regions that comprise the greater Sacramento Metropolitan Area.

#### **Additional criteria to be used for scholarship consideration includes:**

- // Special honors, recognition, or accomplishments in the areas of scholarship, leadership, or community service.
- // Paid and unpaid work experience related to career goal.
- // Career plans after graduation.
- // Personal circumstances: i.e., financial need, disadvantaged status.
- // Statement of values indicating commitment to caring, service, learning and leadership.

### **SUTTER HEALTH NURSING STUDENT EXCELLENCE AWARD**

Awarded each year at pinning to a student enrolled at the Sacramento campus nursing program who has demonstrated significant achievement in scholarship, clinical practice, client advocacy/community service, and communication skills/leadership. Eligibility criteria are satisfactory completion of all pre-licensure requirements for the ELMSN program, and a minimum GPA of 3.3 for the first three semesters of ELMSN coursework.

### **CALIFORNIA SCHOOL OF PODIATRIC MEDICINE AWARDS AND RECOGNITION**

The following awards are presented to graduating students in recognition of their academic excellence and service to CSPM:

#### **PI DELTA NATIONAL PODIATRIC MEDICINE HONOR SOCIETY**

Election into Pi Delta recognizes high standards of intellectual and scholarly activity. Students inducted into the Pi Delta Society must be in the top 20% of their class after the second academic year and must maintain at least a 90% grade point average thereafter.

#### **SCEPTER AWARD**

The Scepter Award was established by the former California College of Podiatric Medicine Board of Trustees and the CSPM Alumni and Associates to symbolize their commitment to academic excellence. Each year the graduating students and the faculty have an opportunity to recognize a member of the senior class who exemplifies a union of the scholarly and humanitarian qualities of podiatric medicine. The Scepter is the visible symbol of the attributes of mind and heart that characterize the true podiatric physician.

#### **TIMOTHY HOLBROOK MEMORIAL AWARD**

The American College of Foot and Ankle Orthopedics and Medicine has honored outstanding students for a number of years. At their annual meeting in August 1995, just a few days after Timothy Holbrook's untimely death, the Board of Directors rededicated their awards in his memory. The Timothy Holbrook Memorial Awards of Excellence are given to students who have demonstrated excellence in primary podiatric medicine at each college of podiatric medicine.

### **PHILIP GARDNER AWARD FOR OUTSTANDING STUDENT IN PODIATRIC MEDICINE**

Dr. Philip Gardner was a long-term faculty member who was beloved by students as well as his colleagues. Because of his dedication and service to the University and his commitment to the well being and education of the enrolled students, this award has been established in his honor.

Annually, a graduating student is selected by the CSPM Podiatric Medicine faculty to receive the Philip Gardner Award for Outstanding Student in Podiatric Medicine. The award is presented during the Graduation Ball—Award Ceremony.

### **PIERCE B. NELSON, DPM SCHOLARSHIP**

Pierce Billings Nelson, DPM was a former Dean and President of the California College of Podiatric Medicine. He is credited with taking the initiative to facilitate major change and growth for the College and the profession of podiatric medicine in California.

An award in the amount of \$500.00 is presented to a graduating student whose philosophy and attributes, according to classmates, closely resembled that of Dr. Nelson. The Pierce B. Nelson, DPM Award is presented at the Graduation Ball—Award Ceremony.

### **AMERICAN BOARD OF PODIATRIC MEDICINE AWARD**

The American Board of Podiatric Medicine (ABPM) has established an award to be presented to a graduating student who exhibits high standards of professional conduct, probity, academic achievement and moral rectitude. The student who is selected must also excel academically in podiatric medicine and podiatric orthopedics, which includes but is not limited to dermatology, biomechanics, sports medicine and infectious disease.

### **OTHER AWARDS PRESENTED TO GRADUATING STUDENTS**

**Award for Excellence in Basic Science**

**Outstanding Student Service and Leadership Award**

**Award for Clinical Excellence in General Medicine**

# UNIVERSITY FACILITIES

## SAMUEL MERRITT UNIVERSITY CAMPUS

The classrooms, laboratories, offices and services of SMU's main Oakland campus are located in six buildings on the Alta Bates Summit Medical Center campus in Oakland.

### PERALTA PAVILION

Most of the University's administrative offices are on the second floor of Peralta Pavilion at 450 30th Street in Oakland. These include the offices of the President, Academic Vice President and Provost, Vice President of Finance and Administration, Human Resources, Planning and Business Development, Communications and External Affairs, and Diversity and Inclusion. Administrative and faculty offices for the California School of Podiatric Medicine are also on the second floor.

The third and fourth floors have faculty and staff offices for the Departments of Physical Therapy, Nurse Anesthesia, Occupational Therapy, and Physician Assistant.

The Peralta Pavilion's lower level and ground floor also include the following classroom and laboratory facilities to support academic programs:

- // Computer lab—34-seat multi-purpose usage i.e., testing, research, study;
- // Multipurpose classroom;
- // Student Lounge which includes microwave, refrigerator, vending machines and four computers for research and study use.

### THE BIOMECHANICS LABORATORY

The Biomechanics Laboratory is equipped with materials and devices for orthotic procedures.

### DPT/DPM RESEARCH LABORATORY

The DPT/DPM Research Laboratory contains treadmills, an EKG unit, a Kinesiology EMG unit, bicycle ergometers, a metabolic cart, and potential facilities for motor control studies and other research activities.

### GROSS ANATOMY LABORATORY

The Gross Anatomy Laboratory is approximately 3800 square feet. It contains stainless steel anatomical dissection cadaver tables, metal stools, sinks for handwashing, and cabinets for storage of dissection equipment and specimens. Equipment in the lab includes hanging skeletons, disarticulated skeletons (bone boxes), spine models, and various joint models.

### HEALTH AND PHYSICAL ASSESSMENT LABORATORIES

The University maintains health and physical assessment laboratories for the Nursing and Physician Assistant programs. The laboratory is equipped with equipment and supplies the students will use in the clinical settings.

### HEALTH SCIENCES SIMULATION CENTER

All SMU academic programs integrated simulation-based learning into their curricula in varying degrees, including interprofessional education. Each SMU campus has a facility designed and equipped for the implementation of healthcare simulation.

Each campus has faculty and staff who are simulation experts and collaborate with course faculty to implement best practices of experiential learning. Students undergo simulation to learn, deliberately practice, and demonstrate competence in technical skills and to develop and attain mastery in prioritization and clinical decision-making skills. In this dynamic teaching environment, where an audio-video system affords the use of immediate video playback from recorded simulation activities, students engage in open, reflective debriefing sessions guided by faculty to maximize opportunities for deep learning.

Patient safety lies at the heart of all healthcare simulation. At the HSSC, learning activities are intentionally designed to focus on fostering teamwork and communication through simulation-based team training. The HSSC supports many components of SMU's interprofessional education offerings. TeamSTEPPS® tools and strategies are incorporated into learning activities whenever possible and debriefings are structured around a context of preventing, mitigating and/or managing human errors in patient care.

The SMU simulation facilities are equipped with the most current Laerdal® product lines of full body patient simulators: SimMan® Essential; SimMan® 3G; SimBaby®, SimNewB™, and SimPad®-compatible manikins. The simulation inventory includes the full range of task trainers, from basic, traditional static models to the highly sophisticated cardiopulmonary patient simulator, Harvey®. Additionally, each campus is integrating Standardized Patients (SP) into their simulation program. The HSSC has a pool of more than 100 trained professional actors/SPs who support all campuses. All medical equipment and supplies available for use in laboratory/simulation sessions reflect contemporary clinical settings and practice.

#### **Oakland Campus**

The HSSC on the Oakland campus is comprised of 11,000-square-foot spread out over two locations: HSSC North and HSSC South. Both locations are on the ground floor of the Peralta Pavilion:

**HSSC South.** This area includes two large training rooms with gurneys, patient beds and standard equipment required to learn and practice health assessment/physical exams and a wide range of clinical skills. In addition, this facility has nine standardized patient rooms and two simulation suites. All rooms/suites are equipped to implement and record any type of simulation technique, as well as support most methods of technology-enhanced teaching.

**HSSC North.** This area includes two large training rooms with exam tables and beds to practice health assessment and clinical skills. In addition, this lab contains two large simulation suites. All rooms/suites are equipped to implement and record any type of simulation technique, as well as support most methods of technology-enhanced teaching.

The HSSC faculty and staff based in Oakland also provide service and support to the faculty and students at both regional campuses for simulation-based learning activities. A Simulation Champion (a SON faculty appointment) is designated at both of the campuses. Each Champion has direct oversight over simulation activities on their campus and is supported in their responsibilities by the entire HSSC team, thereby ensuring that there is consistency across campuses in the practice of simulation-based education.

A major feature of the HSSC is its digital audio-video system and performance assessment software provided by Education Management Solutions, Inc. (EMS). The technologies and software applications work in tandem to record simulation scenarios/encounters, enabling program faculty to critique/evaluate the performance of the students. Students also have opportunities to review their own recordings for the purpose of self-assessment and reflection. It is the EMS software that enables the immediate review of patient care scenarios during debriefing sessions, a critical component of simulation-based learning.

#### **San Francisco Peninsula Campus**

This area includes one large training room with patient beds and standard equipment required to learn and practice health assessment/physical exams and a wide range of clinical skills. In addition, this facility has two simulation suites. Each suite is equipped to implement and record any type of simulation technique, as well as support most methods of technology-enhanced teaching.

#### **Sacramento Campus**

In mid-2017, the Sacramento Campus expanded by 14,000 square feet. 4,000 square feet is dedicated to simulation. The space includes one large training room, 6 standardized patient suites, two large simulation suites, and conference rooms. The expanded facility includes the same audio-video capability as described on the Oakland campus.

### **HUMAN OCCUPATION LABORATORY**

The Human Occupation Laboratory supports a range of activities, from splinting to facilitating small crafts for use as hand tools and applying adaptive equipment. This is a multipurpose laboratory where various projects and group activities can be conducted. This room has an observation booth and can serve as a pediatrics laboratory for children with special needs.

### **LIVING SKILLS LABORATORY**

The Living Skills Laboratory is a simulated environment equipped with supportive, adaptive, and assistive devices for purposeful activities in the home, workplace, and for leisure pursuits.

### **SPLINTING AND ORTHOTICS LABORATORY**

This room is equipped with thermoplastics materials, casting-bracing products, heating pans, and splinting tools for the fabrication of splints and appliances for the management of scar tissue and edema.

### **PHYSICAL THERAPY LABORATORY**

The Physical Therapy Laboratory is approximately 2000 square feet in size. It is equipped with high-low therapy tables, rolling treatment stools, metal foot stools, mat tables, parallel bars, physical agent and electrotherapeutic machines and other therapeutic exercise equipment. Storage units contain crutches, walkers, wheelchairs, floor mats and free weights. The room also contains traction tables. This lab is designed for instruction in physical therapy patient evaluation and management.

### 3100 TELEGRAPH AVENUE

This is the University's front door for applicants and students. This building includes the Offices of Admission, Student Services, Disability Resource Center, Health & Counseling, Financial Aid, Registrar, Campus Service Center, Student Accounts, Veterans' Services, and the Vice President of Enrollment and Student Services.

### HEALTH EDUCATION CENTER

The Health Education Center (HEC) is a 44,000-square-foot building housing;

- // Four classrooms and conference rooms with closed-circuit color television and audiovisual equipment; three large wireless classrooms, one Tandberg video conferencing classroom;
- // The Bechtel Room, a 300-seat large multipurpose room with videoconferencing;
- // A fully-equipped kitchen for catered luncheons and banquets;
- // The 250-seat Fontaine Auditorium, with audiovisual capability from television to multimedia presentations;
- // Informal study space;
- // Student lounge and fitness room opening in 2016;
- // Badging Office to issue or replace student, faculty, and staff identification badges.

For more information about the Health Education Center and reservations for the conference rooms call 510.869.6161.

### JOHN A. GRAZIANO MEMORIAL LIBRARY

The John A. Graziano Memorial Library contains one of the largest collections of health sciences materials among private holdings in the East Bay. Located in the Health Education Center, the library extends borrowing privileges to students, faculty and staff of Samuel Merritt University and the employees and medical staff of the Oakland campus of Alta Bates Summit Medical Center. Weekday and weekend hours are ample to accommodate the needs of a diverse undergraduate and graduate population. The collection includes a variety of journals, indexes, electronic full text books and journals, and health sciences texts. Library staff provides information, assistance, and instruction in the use of materials for research projects and class assignments. Remote access to library licensed databases is available by proxy server. Students may also make arrangements through interlibrary loan and document delivery services to borrow books and request copies of articles from other local, regional and national collections.

The Library provides computerized search facilities, an online library catalog, two photocopy machines, video viewing rooms equipped with audiovisual equipment, individual study carrels, computer room and printers. Access to the full suite of Microsoft Office software is also available. Contact 510.869.8900 for more information.

### MOTION ANALYSIS RESEARCH CENTER (MARC)

The Motion Analysis Research Center, or MARC, located in Samuel Merritt University's Health Education Center, is a state of the art laboratory designed to advance the study of human movement in education, research, and patient care. Opened in late 2013, the 2,000-square-foot facility is the only motion laboratory in the Bay Area shared by healthcare experts from a variety of disciplines to study human movement and performance. SMU faculty and students use the MARC to develop evidence-based strategies to treat patients, alleviate pain, and improve the human condition.

The MARC is equipped with equipment for measuring three-dimensional motion, forces, pressures, balance, and muscle function. It supports the University's teaching programs along with faculty and student research.

The MARC serves as a teaching center on motion analysis for faculty and students from the University's California School of Podiatric Medicine (CSPM), Department of Occupational Therapy, Department of Physical Therapy, and School of Nursing.

Healthcare practitioners across several fields also use the center to study biomechanics, gait, upper and lower body movements, and the effect of treatment modalities, and then apply what they learn in clinical practice for the benefit of patients. Furthermore, the MARC is the venue for clinical trials of new products and interventions designed to treat movement disorders.

### SOUTH PAVILION (3100 AND 3012 SUMMIT STREET)

The School of Nursing offices are located at 3100 Summit Street on the third floor and SMU has a Basic Science lab on the first floor. 3012 Summit Street is home to Media Services and has additional School of Nursing offices on the first and sixth floors.

### 3300 WEBSTER

Offices for Academic and Instructional Innovation, the Department of Development and Alumni Affairs, Assessment, Institutional Research, and Finance are all located on the third floor of this building. Offices for Facilities and Information Technology and located on the second floor.

### FITNESS ROOM

The fitness room is located in the Health Education Center (HEC). This area is unsupervised; students are invited to use the equipment at their own risk. The University cannot assume liability for injuries incurred from use of the equipment. More details can be found on the SMU website.

## LOCKERS

Lockers are available for commuting students at no cost. Lockers are located in the bathrooms in the basement level of Peralta Pavilion adjacent to the Anatomy Lab and in on the 4th floor of the Peralta Medical Office Building (MOB). Students must provide their own locks.

## LOST AND FOUND

Lost and found services are available in the Health Education Center.

## PERALTA PAVILION STUDENT LOUNGES

Student lounges are located in the Health Education Center and Peralta Pavilion. They may be used by students and their guests. All students must clean up after themselves when using these areas.

## USE OF COMMON AREAS

There are several common areas within the University which are available to all currently enrolled students who agree when using these areas to keep them clean and to report damages or safety hazards to the Facilities Department (510.869.1505). Any person or group planning to use any common area for a party or other event should check first with the HEC Scheduling Coordinator to avoid conflicts and to make reservations (ext. 6161). The exception to this rule is the Student Lounge for which reservations should be made through the Student Body officers or the Assistant Vice President of Enrollment and Student Services. Appliances and furniture are for the enjoyment of all users and must not be removed from the designated areas.

# CAMPUSES

## Sacramento Campus

Located at 2710 N. Gateway Oaks Drive, Suite 360, this location has staff and faculty offices, a 12-bed skills lab, a simulation lab, and a video conferencing classroom. There are also two large wireless classrooms, student computer lab, lounge, small library with part-time librarian, and traveling office spaces for Student Services.

## San Francisco Peninsula Campus

Located at 1720 South Amphlett Boulevard, this location includes faculty/staff offices, three large wireless classrooms, a 12-bed skills lab, a student computer lab, a video conferencing classroom, small library and part-time librarian, conference room and traveling office spaces for Student Services.



# CRISIS RESPONSE PLAN

## STATEMENT ON EMERGENCY NOTIFICATION, RESPONSE, EVACUATION, AND TIMELY WARNINGS

In the event a situation arises that constitutes an ongoing or continuing threat, a University— or Campus— wide “timely warning” will be issued via the SMU ALERT system.

### The University will:

without delay, take into account the safety of the community, determine the content of the notification and initiate the notification system, unless the notification will, in the professional judgment of responsible authorities, compromise efforts to assist victims or to contain, respond to, or otherwise mitigate the emergency. (Department of Education, July 2010)

As part of Samuel Merritt University’s (SMU) plan to effectively respond to an emergency event on any of the campuses, an SMU ALERT communication system has been established. The SMU ALERT system delivers critical information to the SMU community members on any communication device chosen (phone, email, SMS text, pager, or fax) and it is the most effective way to share updates and information in the event of an emergency. In certain emergencies where the SMU ALERT system would not be as effective or access to internet or telecommunications are severely limited, the University may use University email, University phones, the University webpage, public address or fire alerting systems, and/or teams of runners.

All students, faculty and staff are automatically enrolled in the SMU ALERT system that has been initially populated with phone numbers and/or SMU email address.

You may store additional numbers for voice messages, text messages, email addresses for alerts, or change your phone number or email address.

Go to [http://www.samuelmerritt.edu/smu\\_alert](http://www.samuelmerritt.edu/smu_alert), click the button to “Update My Contact Information,” log in, and enter additional methods for contact or change them.

It is the responsibility of all students, faculty and staff to update personal information on a regular basis. There is also an opt-out button if you do not wish to receive any emergency communications from the University, although this is not the recommended choice.

The system is designed for use only when an incident disrupts normal campus operations or threatens the immediate health and safety of the campus community.

Please know that your personal information and contact information is securely stored. The system is designed for use **only** when an incident disrupts normal campus operations or threatens the **immediate** health and safety of the campus community.

Anyone with information warranting a timely warning or Clery defined crimes should report the circumstances to the Facilities Manager, Tim Parker, at 510.869.8673 or [tparker@samuelmerritt.edu](mailto:tparker@samuelmerritt.edu), or in person at Webster MOB Suite 201, 3300 Webster Blvd, Oakland, CA 94609.

The Crisis Response Plan may be activated during a community or regional crisis that may impact University personnel or business operations. For example, a utility outage in nearby areas, a serious toxic spill on a major highway, or a brushfire in a local area may necessitate a plan activation to coordinate safety precautions or emergency information and support services for personnel.



Samuel Merritt University maintains a major emergency in the community that affects or potentially threatens students, faculty, and/or staff is a University emergency.

The University's Crisis Response Manual includes information about the structure of the crisis response and who will be involved in assessing and responding to a crisis. In addition, departments are expected to develop contingency plans and evacuation procedures, and individuals are expected to have their own safety kits and procedures in place as well as to know the plan. The University conducts a training activity or drill each year (which may include tabletop exercises, functional exercises, or full scale exercises), participates in the crisis planning procedures of the medical center (the parent organization), and tests the emergency notification system on an annual basis. These tests and drills may be announced or unannounced, and the scenarios for these tests and drills will vary from year to year. SMU will publish a summary of its test.

All members of the SMU community are notified on an annual basis that they are required to notify the University (through the individuals identified below) of any situation or incident on campus that involved a significant emergency or dangerous situation that may involve immediate or ongoing threats

to the health and safety of students and/or employees on campus. The University administration will determine if the situation does in fact pose a threat to the community. If it is the case, Federal law requires the institution to immediately notify the campus community or appropriate segments of the community that may be affected by the situation.

## TIMELY WARNING

The Facilities Manager, as a core member of the Crisis Response Team, or a designee will develop timely warning notices for the University Community to notify members of the community about serious crimes against people that occur on campus, where it is determined that the incident may pose an ongoing threat to members of the SMU community. These warnings will be distributed if the incident is reported either to the Crisis Response Team directly or to the Crisis Response Team indirectly through a campus security authority or the local PD.

The department issues/posts Crime Alerts for incidents of

1. Criminal Homicide
2. Aggravated assault (cases involving assaults among known parties, such as two roommates fighting which

results in an aggravated injury, will be evaluated on a case by case basis to determine if the individual is believed to be an on-going threat to the larger SMU community)

3. Robbery involving force or violence (cases including pick pocketing and purse snatching will typically not result in the issuance of a Crime Alert, but will be assessed on a case by case basis)
4. Sexual Assault (considered on a case by case basis depending on the facts of the case, when and where the incident occurred, when it was reported, and the amount information known by the Oakland/Sacramento/San Mateo Police Departments)
5. Major incidents of arson
6. Other crimes as determined necessary by the chair of the Crisis Response Team or the President, or their designee in their absence

The description of subjects in a case will only be included in the alert if there is a sufficient amount of detail to describe the individual; If the only known descriptors are sex and race, that will not be included in the alert.

The Facilities Manager will draft an email containing the proposed Crime Alert, may coordinate with the chair of the Crisis Response team and/or President, and then transmit the email containing the Crime Alert to the University Community as a blast email. Updates to the SMU community about any particular case resulting in a crime alert also may be distributed electronically via blast email or posted on the University's Web site.

The Crime Alert may also be distributed by ABSMC Security, ABSMC Crisis Team, SMU Board of Regents, and/or to other individuals, as they deem necessary and appropriate. Crime Alerts may also be posted in campus buildings, when deemed necessary. When a Crime Alert is posted in campus buildings, it shall be printed and be posted in the lobby/entrance area of the affected building(s) for seven (7) days.

The department does not issue Crime Alerts for the above listed crimes if:

1. The subject(s) is/are apprehended by the local PD and the threat of imminent danger for members of the SMU community has been mitigated by the apprehension.
2. If the Facilities Manager was not notified of the crime in a manner that would allow the posting of a "timely" warning for the community. A general guideline will include a report that is filed more than five days after the date of the alleged incident may not allow the Facilities Manager to post a "timely" warning to the community. This type of situation will be evaluated on a case-by-case basis.

## EMERGENCY NOTIFICATIONS

The Director of Information Technology Services (ITS) has been designated as responsible for issuing these emergency notifications. The members of the Crisis Response Team may also initiate emergency notifications if the Director of ITS is unable. The Chair of the Crisis Response Team will confirm there is an emergency or dangerous situation that poses an immediate threat to the health and safety of some or all of the members of the SMU community and will collaborate with the President (or designee) and the Director of ITS to determine the content of the message. They will use some or all of the systems described above to communicate the threat to the University community or to the appropriate segment of the community, if the threat is limited to a particular building or segment of the population.

If a serious crime, a natural disaster or a man-made emergency occurs that poses an immediate threat to the SMU community or a segment of the SMU community, Federal Law requires that the institution immediately notify the campus community or the appropriate segments of the community that may be affected by the situation. If the institution implements the procedures regarding notification of the SMU community for an immediate threat, the institution is not obligated to implement the timely warning notice procedures. The types of incidents that may cause an immediate threat to the SMU community could include but are not limited to emergencies such as: an active shooter on campus, hostage/barricade situation, a riot, suspicious package with confirmation of a device, a tornado, a fire/explosion, suspicious death, structural damage to a SMU owned or controlled facility, biological threat (anthrax, etc.), significant flooding, a gas leak, hazardous materials spill, etc.

## GENERAL EVACUATION PROCEDURES

Before an emergency, determine the nearest exit to your location, the safest route to follow, and alternate exits. Leave the immediate area, but remain available to emergency personnel. If time permits during an evacuation, secure your workplace and take personal items such as keys, bag, medication, and glasses. In case of fire or other dangerous conditions, evacuate immediately leaving personal items behind.

Individuals who are unable for any reason to use the emergency stairwells without assistance, including those with temporary disabilities, may need additional assistance. The University strongly recommends that advanced planning is crucial, and guide individuals to work with their building monitors or Facilities department on developing a plan that the individual may implement.

People with disabilities who may have trouble exiting the building during an emergency are encouraged to self-identify to the Safety Warden, but self-identification is an optional and not mandated by the University.

The University will designate "buddies" to assist anyone who needs assistance during an emergency, whether students, visitors, or employees. Buddies should be given some minimal training/guidance by the University, and be made aware of who self-identified as needing assistance, so they can work out a plan ahead of time for safely exiting the building together.

The University has established that the exiting stairwells be the designated waiting areas, where people who are unable to exit the building unassisted may remain temporarily in safety to await assistance during an emergency evacuation. A list or map of these area will be made available to all employees posted. In the event of an actual emergency, the University will provide the information of designated waiting areas to first responders.

The University will designate Floor Wardens to check and verify that everyone made it out, including individuals with disabilities. In the event a person can't be located, the Floor Warden would provide this information to emergency personnel immediately.

Subject to safety considerations, mobility aids (wheelchair, walker, cane, etc.) should brought out with the individual when possible.

# ADMINISTRATIVE OFFICES AND SERVICES

## OFFICE HOURS AT SMU

Faculty office hours are posted each term. In addition, individual appointments may be made. Staff and administrative offices are generally open from 8am to 5pm, Monday through Friday. An appointment may be made by contacting the appropriate office. All University offices and facilities are closed the day after Thanksgiving, and December 25 through January 1 each year.

## CAMPUS SERVICE CENTER (CSC)

Located at 3100 Telegraph Avenue, the CSC is the first contact for assistance in the Offices of Financial Aid, the Registrar, Admission, work study, Student Services and the Business Office. Services provided by the Campus Service Center include: pick up refund checks, pick up alternative loan checks, questions about your student tuition statement, transcript requests, enrollment/degree verifications, form and petition pick up and drop off; address changes, registration, scholarship applications, verification documents, basic financial aid overview, and schedule counseling appointments.

## OFFICE OF ADMISSION

Staff in the Office of Admission conduct outreach activities to potential undergraduate and graduate students and counsel applicants in the process of completing prerequisites and application procedures. Faculty, staff and students play an active part in the admission effort at Samuel Merritt by helping to identify the most academically able and talented students who will benefit from our programs of instruction.

## OFFICE OF FINANCIAL AID

Financial aid staff are available to counsel students regarding their financial situations and to assist them in finding the best ways to finance their education. The department maintains information about loans and scholarship resources and provides any needed individual assistance in making application for them. Various programs exist to assist students in meeting their educational expenses.

## OFFICE OF HUMAN RESOURCES

The Human Resources Office coordinates student employment; the department also assists students who have been injured during the course of their clinical assignment or student employment. Listings of on-campus and off-campus work/study positions and student employment opportunities are available in Human Resources and on the University website. Students must complete employment paperwork prior to beginning work; their student timecards are available in the Campus Service Center and must be turned in each pay period.

## OFFICE OF INSTITUTIONAL RESEARCH

The Office of Institutional Research and Evaluation collects and analyzes data about the University and its programs, students, and alumni for reporting to various governmental and accrediting agencies. The University obtains data at entry and exit on its students and conducts regular surveys. The results of this research are used in curriculum planning, program evaluation, and to help faculty and staff better understand students' needs, opinions, and achievements.

## OFFICE OF THE PRESIDENT

The Office of the President (OP) serves the entire University community: students, faculty, staff, alumni, donors, its parent organization Sutter Health and co-affiliate Alta Bates Summit Medical Center (ABSMC), governing bodies, the public, and other external institutions or organizations. The OP functions to enhance the values of the University and its mission, serving all divisions to demonstrate outstanding commitment to the education of our students, quality service, and institutional effectiveness.

The OP supports the executive activities of the President, the SMU Board of Regents, and planning and policy bodies of the University. The OP is the "official first stop" point of service and reference for the University, directing individuals or groups to the appropriate office for information and further assistance.



## **The Office of the President houses the following offices:**

### **Communications & External Relations**

Oversees accreditation and all communications including marketing, web and social media content, advertising, media relations, and publications.

### **Diversity & Inclusion**

Fosters a culture of inclusivity, service and excellence for all members of the SMU community through programs and partnerships.

### **Development & Alumni Affairs**

Raises funds from a variety of sources to support University programs and capital needs.

### **Planning & Business Development**

Responsible for developing plans for new academic programs, campus improvements, and supporting the Board of Regents to advance SMU's mission and vision.

## **OFFICE OF THE REGISTRAR**

The registrar and staff are responsible for all aspects of student registration and records, as well as the interpretation and application of academic rules and regulations. Additional services include the preparation and distribution of enrollment, scholastic, and census reports; provision of transcripts for students and alumni; certification of degrees; compliance with veterans' affairs regulations and policies applicable to students; and administration of the institutional policy concerning confidentiality of and access to student records.

## **BURSAR'S OFFICE**

The Bursar's Office, located in the Peralta Medical Office Building (MOB), is responsible for billing all tuition, health insurance, and various fees. Payment plans or other financial arrangements may be made through the Bursar's Office, but must be completed within specific time frames as outlined in the student's registration information mailed each semester. Payments may be dropped off at the Peralta MOB office. The Bursar's Office interacts closely with students and the Financial Aid Office in an effort to facilitate payment of student University expenses.

## **OFFICE OF STUDENT SERVICES**

The Office of Student Services is located at 3100 Telegraph Avenue and provides leadership for the following areas: Student Activities, Community Outreach, Student Council, Career Services, New Student Orientation, Counseling Services, Student Health Insurance, Non-Academic Judicial/Discipline Hearings, Veteran Support Services, equity, inclusion and diversity training and programming, and various committees. Student Housing Services provides assistance to all students in finding suitable off-campus housing. The Office of Student Services can also provide advocacy, support, and guidance to students while they are at Samuel Merritt University.

## **ACADEMIC AND INSTRUCTIONAL INNOVATION**

The Department of Academic and Instructional Innovation (A&I) partners with Information Technology Services, the Office of Academic Affairs, and the various Academic Departments to provide faculty, staff, and students access to the pertinent tools needed to successfully integrate technology and innovation into education. A&I is responsible for evaluation, design, development, implementation, and training of instructional, innovative, and academic focused technology, tools, and practices. We are responsible for assisting the University faculty/programs in leveraging resources for teaching and learning online and in the classroom, and measuring the effectiveness of these resources. We are available for teaching, learning, guidance, advising, and research.

## **DIVISION OF FINANCE AND ADMINISTRATION**

The Division of Finance and Administration oversees and manages the facilities, financial services, information technology services, and the business office of the University. The Division of Finance and Administration assists students, faculty, and staff in making informed business and strategic financial decisions by providing timely, reliable, and accurate financial information in compliance with standard accounting principles, and state and federal regulations.

The Division of Finance and Administration facilitates the work of the University, and coordinates with Alta Bates Summit Medical Center (ABSMC) and external constituents to provide an appropriate educational and work environment, including services for students, staff, and faculty of Samuel Merritt University. The Office of Finance and Administration supports the Vice President of Finance and Administration, CFO, including staff positions that are responsible for the development and implementation of budgeting and financial planning processes, and in the development and monitoring of contract management systems.

## **DIVISION OF ENROLLMENT AND STUDENT SERVICES**

The Division of Enrollment and Student Services (ESS) is responsible for guiding students through their University experience. From inquiry to application to graduation, staff are committed to assisting students. We strive to support all student co-curricular needs, answer questions that arise about Samuel Merritt University, and support students to realize their careers as healthcare providers. The Division is comprised to the Office of Admission, Office of Financial Aid, Office of the Registrar, Office of Student Services, Academic Resource, Disability Resource Center, Campus Service Center, and Student Health and Counseling Center.



# FEDERAL AND STATE REGULATORY POLICIES

## AFFIRMATION OF NONDISCRIMINATION

Samuel Merritt University does not discriminate on the basis of race, religion, color, sex, pregnancy, ethnicity, national origin (including ancestry), citizenship status, familial status, disability, age, sexual orientation, gender, gender identity, veteran or military status (including special disabled veteran, Vietnam-era veteran, or recently separated veteran), predisposing genetic characteristics or any other protected category under applicable local, state or federal law, including protections for those opposing discrimination or participating in any resolution process within the University or within the Equal Employment Opportunity Commission or other human rights agencies. Nondiscrimination is consonant with the principles and practice of the University and is in compliance with Title VII of The Civil Rights Act of 1964, as amended, Title IX of The Education Amendments of 1972, and section 504 of the Rehabilitation Act of 1973.

## AMERICANS WITH DISABILITIES ACT

The University conforms to all requirements under state law, Section 504 of the Rehabilitation Act of 1973, and Title III-Public Accommodations Owned by Private Entities of the Americans with Disabilities Act (ADA) of 1990 as amended by the ADA Amendments Act (ADAAA) of 2008. No individual shall be discriminated against on the basis of disabilities in the full and equal enjoyment of goods, services, facilities, privileges, advantages or accommodations. Persons wishing to make suggestions or inquiries are to be directed to the Director of the Disability Resource Center. The Director oversees disability access and academic accommodations for students.

The Director, in collaboration with the Assistant Vice President of Enrollment and Student Services, is responsible for investigating and handling student complaints of

discrimination and overseeing compliance with various laws and policies, in cooperation with Samuel Merritt University's Office of Human Resources. If there is an unresolved disagreement over the appropriateness of a particular academic accommodation or complaints of discrimination, the Vice President of Enrollment & Student Services makes a final determination in the matter following grievance procedures outlined in the Academic, Personal, and Professional Integrity section.

The University maintains a list of the cognitive, affective, and psychomotor skills deemed essential to the completion of each entry-level professional program and to perform as a competent generalist practitioner. These guidelines are available from the Disability Resource Center (510.869.6616) and on the Samuel Merritt University website [www.samu-elmerritt.edu](http://www.samu-elmerritt.edu) under Disability Resource Center. It is the responsibility of the student to request any accommodation for essential functions.

## THE JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND HIGHER EDUCATION OPPORTUNITIES ACT (HEOA)

### STATEMENT ON EMERGENCY NOTIFICATION, RESPONSE, EVACUATION, AND TIMELY WARNINGS

In the event a situation arises that constitutes an ongoing or continuing threat, a University- or Campus- wide "timely warning" will be issued via the SMU ALERT system.

**The University will:**

without delay, take into account the safety of the community, determine the content of the notification and initiate the notification system, unless the notification will, in the professional judgment of responsible authorities, compromise efforts to assist victims or to contain, respond to, or otherwise mitigate the emergency. (Department of Education, July 2010)

As part of Samuel Merritt University's (SMU) plan to effectively respond to an emergency event on any of the campuses, an SMU ALERT communication system has been established. The SMU ALERT system delivers critical information to the SMU community members on any communication device chosen (phone, email, SMS text, pager, or fax) and it is the most effective way to share updates and information in the event of an emergency. In certain emergencies where the SMU ALERT system would not be as effective or access to internet or telecommunications are severely limited, the University may use University email, University phones, the University webpage, public address or fire alerting systems, and/or teams of runners.

All students, faculty and staff are automatically enrolled in the SMU ALERT system that has been initially populated with phone numbers and/or SMU email address. You may store additional numbers for voice messages, text messages, email addresses for alerts, or change your phone number or email address.

Go to [http://www.samuelmerritt.edu/smu\\_alert](http://www.samuelmerritt.edu/smu_alert), click the button to "Update My Contact Information," log in, and enter additional methods for contact or change them.

It is the responsibility of all students, faculty and staff to update personal information on a regular basis. There is also an opt-out button if you do not wish to receive any emergency communications from the University, although this is not the recommended choice.

The system is designed for use only when an incident disrupts normal campus operations or threatens the immediate health and safety of the campus community.

Anyone with information warranting a timely warning or Clery defined crimes should report the circumstances to the Facilities Manager, Tim Parker, at 510.869.8673 or [tparker@samuelmerritt.edu](mailto:tparker@samuelmerritt.edu) or in person at Webster MOB Suite 201, 3300 Webster Blvd, Oakland, CA 94609.

The Crisis Response Plan may be activated during a community or regional crisis that may impact University personnel or business operations. For example, a utility outage in nearby areas, a serious toxic spill on a major highway, or a brushfire in a local area may necessitate a plan activation to coordinate safety precautions or emergency information and support services for personnel.

Samuel Merritt University maintains a major emergency in the community that affects or potentially threatens students, faculty, and/or staff is a University emergency.

The University's Crisis Response Manual includes information about the structure of the crisis response and who will be involved in assessing and responding to a crisis. In addition, departments are expected to develop contingency plans and evacuation procedures, and individuals are expected to have their own safety kits and procedures in place as well as to know the plan. The University conducts a training activity or drill each year (which may include tabletop exercises, functional exercises, or full scale exercises), participates in the crisis planning procedures of the medical center (the parent organization), and tests the emergency notification system on an annual basis. These tests and drills may be announced or unannounced, and the scenarios for these tests and drills will vary from year to year. SMU will publish a summary of its test.

All members of the SMU community are notified on an annual basis that they are required to notify the University (through the individuals identified below) of any situation or incident on campus that involved a significant emergency or dangerous situation that may involve immediate or ongoing threats to the health and safety of students and/or employees on campus. The University administration will determine if the situation does in fact pose a threat to the community. If it is the case, Federal law requires the institution to immediately notify the campus community or appropriate segments of the community that may be affected by the situation.

## TIMELY WARNING

The Facilities Manager, as a core member of the Crisis Response Team, or a designee will develop timely warning notices for the University Community to notify members of the community about serious crimes against people that occur on campus, where it is determined that the incident may pose an ongoing threat to members of the SMU community. These warnings will be distributed if the incident is reported either to the Crisis Response Team directly or to the Crisis Response Team indirectly through a campus security authority or the local PD.

The department issues/posts Crime Alerts for incidents of

1. Criminal Homicide
2. Aggravated assault (cases involving assaults among known parties, such as two roommates fighting which results in an aggravated injury, will be evaluated on a case by case basis to determine if the individual is believed to be an on-going threat to the larger SMU community)
3. Robbery involving force or violence (cases including pick pocketing and purse snatching will typically not result in the issuance of a Crime Alert, but will be assessed on a case by case basis)
4. Sexual Assault (considered on a case by case basis depending on the facts of the case, when and where the incident occurred, when it was reported, and the amount information known by the Oakland/Sacramento/San Mateo Police Departments)

5. Major incidents of arson
6. Other crimes as determined necessary by the chair of the Crisis Response Team or the President, or their designee in their absence

The description of subjects in a case will only be included in the alert if there is a sufficient amount of detail to describe the individual; If the only known descriptors are sex and race, that will not be included in the alert.

The Facilities Manager will draft an email containing the proposed Crime Alert, may coordinate with the chair of the Crisis Response team and/or President, and then transmit the email containing the Crime Alert to the University Community as a blast email. Updates to the SMU community about any particular case resulting in a crime alert also may be distributed electronically via blast email or posted on the University's Web site.

The Crime Alert may also be distributed by ABSMC Security, ABSMC Crisis Team, SMU Board of Regents, and/or to other individuals, as they deem necessary and appropriate. Crime Alerts may also be posted in campus buildings, when deemed necessary. When a Crime Alert is posted in campus buildings, it shall be printed and be posted in the lobby/entrance area of the affected building(s) for seven (7) days.

The department does not issue Crime Alerts for the above listed crimes if:

1. The subject(s) is/are apprehended by the local PD and the threat of imminent danger for members of the SMU community has been mitigated by the apprehension.
2. If the Facilities Manager was not notified of the crime in a manner that would allow the posting of a "timely" warning for the community. A general guideline will include a report that is filed more than five days after the date of the alleged incident may not allow the Facilities Manager to post a "timely" warning to the community. This type of situation will be evaluated on a case-by-case basis.

## EMERGENCY NOTIFICATIONS

The Director of Information Technology Services (ITS) has been designated as responsible for issuing these emergency notifications. The members of the Crisis Response Team may also initiate emergency notifications if the Director of ITS is unable. The Chair of the Crisis Response Team will confirm there is an emergency or dangerous situation that poses an immediate threat to the health and safety of some or all of the members of the SMU community and will collaborate with the President (or designee) and the Director of ITS to determine the content of the message. They will use some or all of the systems described above to communicate the threat to the University community or to the appropriate segment of the community, if the threat is limited to a particular building or segment of the population.

If a serious crime, a natural disaster or a man-made emergency occurs that poses an immediate threat to the SMU community or a segment of the SMU community, Federal Law requires that the institution immediately notify the campus community or the appropriate segments of the community that may be affected by the situation. If the institution implements the procedures regarding notification of the SMU community for an immediate threat, the institution is not obligated to implement the timely warning notice procedures. The types of incidents that may cause an immediate threat to the SMU community could include but are not limited to emergencies such as: an active shooter on campus, hostage/barricade situation, a riot, suspicious package with confirmation of a device, a tornado, a fire/explosion, suspicious death, structural damage to a SMU owned or controlled facility, biological threat (anthrax, etc.), significant flooding, a gas leak, hazardous materials spill, etc.

## GENERAL EVACUATION PROCEDURES

Before an emergency, determine the nearest exit to your location, the safest route to follow, and alternate exits. Leave the immediate area, but remain available to emergency personnel. If time permits during an evacuation, secure your workplace and take personal items such as keys, bag, medication, and glasses. In case of fire or other dangerous conditions, evacuate immediately leaving personal items behind.

Individuals who are unable for any reason to use the emergency stairwells without assistance, including those with temporary disabilities, may need additional assistance. The University strongly recommends that advanced planning is crucial, and guide individuals to work with their building monitors or Facilities department on developing a plan that the individual may implement.

People with disabilities who may have trouble exiting the building during an emergency are encouraged to self-identify to the Safety Warden, but self-identification is an optional and not mandated by the University.

The University will designate "buddies" to assist anyone who needs assistance during an emergency, whether students, visitors, or employees. Buddies should be given some minimal training/guidance by the University, and be made aware of who self-identified as needing assistance, so they can work out a plan ahead of time for safely exiting the building together.

The University has established that the exiting stairwells be the designated waiting areas, where people who are unable to exit the building unassisted may remain temporarily in safety to await assistance during an emergency evacuation. A list or map of these area will be made available to all employees posted. In the event of an actual emergency, the University will provide the information of designated waiting areas to first responders.

The University will designate Floor Wardens to check and verify that everyone made it out, including individuals with disabilities. In the event a person can't be located, the Floor Warden would provide this information to emergency personnel immediately.

Subject to safety considerations, mobility aids (wheelchair, walker, cane, etc.) should be brought out with the individual when possible.

## STATEMENT ON THE PREPARATION OF DISCLOSURE OF CRIME STATISTICS

The Assistant Vice President of Enrollment and Student Services and the Facilities Manager prepares this report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The full text of the report and the annual statistics can be found on the University website at <http://www.samuelmerritt.edu/campus-safety-security>. The report is prepared in coordination with contracted security teams at each campus (if applicable), key faculty and staff, and the Office of Student Services.

Campus crime, arrest and referral statistics include those reported to the Facilities Manager and Assistant Vice President of Enrollment and Student Services, designated campus officials, security teams, and outside law enforcement agencies. These statistics may also include crimes that have occurred in nearby private residences and businesses and is not required by law.

The University will only remove reports of crimes that have been "unfounded" by law enforcement and will disclose the number in the crime statistics.

Each year, on or before October 1, an email notification is made to all enrolled students and current faculty and staff regarding the updated report and how to access the information. A direct link to the report is included in the email and on the website. Notification to prospective students and prospective employees is made on the respective Admission and Employment webpages. Requests for the report in alternative formats may be made to the Assistant Vice President of Enrollment and Student Services by email ([celliott@samuelmerritt.edu](mailto:celliott@samuelmerritt.edu)) or by phone at 510.869.6627.

## STATEMENT ON THE REPORTING OF CRIMINAL OFFENSES AND ENCOURAGING PROMPT AND ACCURATE CRIME REPORTING

Community members, students, faculty, staff and guests have a duty to report all crimes and public safety related incidents in a timely manner (unless they are a mental health professional serving in that capacity) to 1) the security team noted below and to 2) the Facilities Manager. Information on student behavioral violations are reported to the Assistant Vice President of Enrollment and Student Services per University policy for follow up. The University does not have a campus police department and thus we encourage contacting both the University (via the individuals below) and the appropriate security team.

**For crimes in progress or emergencies, contact the security team at your campus or call 911.**

Campus	Security Number
Oakland	510.763.4001 or x5555
Sacramento	916.486.5800
San Francisco Peninsula	none on site; call 9-1-1

***In addition, you should report a crime to the following:***

Facilities Manager	510.869.8673 3300 Webster Blvd, Suite 201
Chair of the Crisis Response Team	510.869.8785 3195 Telegraph Ave, Suite 2850

If you are a victim of sexual violence, your first priority should be to get to a place of safety. You should then obtain necessary medical treatment, and work with authorities to preserve as much evidence as possible. The University strongly advocates that a victim of sexual assault/violence report the incident in a timely manner to the Title IX Coordinator, the Executive Director of Human Resources or the Deputy Coordinator, the Assistant Vice President of Enrollment and Student Services.

The report to a University official does not obligate the victim to prosecute nor will it subject the victim to scrutiny or judgmental opinions from employees and officers; but it ensures the victim can receive services offered by the University. The Title IX Coordinator(s) and others will assist the student in notifying these authorities if the student requests.

The University will take immediate steps to protect complainants even before a final outcome in the investigations, including, but not limited to, prohibiting the accused from having contact with the complainant, campus escorts, academic support services, counseling, additional counseling visits, course withdrawal without penalty, or other remedies as may be appropriate. The University will provide written guidance on how to access available options.

The University will provide written notification to students and employee about existing resources and support, both on- and off-campus, including counseling services through the Student Health and Counseling (SHAC) center and through a contracted arrangement with Sutter EAP. Counseling and support services outside the University system are available through Bay Area Crisis Centers.

University disciplinary proceedings, as well as special guidelines for handling cases of Equal Opportunity, Harassment, and Nondiscrimination, which includes acts of sexual assault, sexual and gender violence, and sexual misconduct are detailed in the *Catalog* (and listed below).

## STATEMENT ON CONFIDENTIAL REPORTING

If you are the victim of a crime and do not wish to pursue action with the University's conduct process or the criminal justice system, we strongly encourage you to make a confidential report. With your permission, the people noted

above can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential while taking steps to insure the institution's compliance with this Federal law and insure the future safety of yourself and others. With such information, the University can maintain accurate records of the number of incidents involving students and alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crime statistics for the University.

In cases indicating pattern, predation, weapons, threat and/or violence, the University will be unable to honor a request for confidentiality. In cases where the reporting party requests confidentiality and the circumstances allow the University to honor that request, the University will offer interim supports and remedies to the reporting party and the community, but will not otherwise pursue formal action. A reporting party has the right, and can expect, to have reports taken seriously by the University when formally reported, and to have those incidents investigated and properly resolved through these procedures. Formal reporting still affords privacy to the reporter, and only a small group of officials who need to know will be told, including but not limited to investigators, witnesses, the University President, select senior administrators and the responding party. The circle of people with this knowledge will be kept as tight as possible to preserve a reporting party's rights and privacy. Additionally anonymous reports can be made by victims and/or third parties. Note that these anonymous reports may prompt a need for the institution to investigate.

## STATEMENT ON CAMPUS ACCESS

The University shares facilities with various medical centers and businesses, and some overlap of access by the public and medical center staff will happen. In these areas, the public can use the space as a part of visiting the medical center or business, and the respective security team will take responsibility for security and access.

In other areas, access to the University facilities is limited to current faculty, staff and students, approved contractors, medical center facilities staff, medical center security staff, and other approved guests, and is maintained through swipe card access via campus identification badges. Faculty, staff and students must wear their University ID (and campus identification badges if separate) while on campus and have it visible, above the waist, at all times.

During business hours, faculty, staff and students have access to appropriate University facilities via their swipe card. During holidays, after business hours and weekends, access is limited or not permitted. Facilities staff will provide updates prior to holidays on what access is available. The University is closed the week between Christmas and New Year's Eve and special permission is required to be on campus during that time. Please note that emergencies or extenuating circumstances may necessitate changes to any posted schedules.

The University does not have on-campus residence halls.

The Facilities department is responsible for the upkeep of all University facilities and grounds, including security cameras, access systems, and safety equipment.

## STATEMENT ADDRESSING MENTAL HEALTH COUNSELORS AND CONFIDENTIAL CRIME REPORTING

Please note that persons employed by the University or contracted by the University to serve as professional counselors, when acting as such, are not considered to be a campus security authority and are not required to report crimes for inclusion into the annual disclosure of crime statistics. They are encouraged, if and when they deem appropriate, to inform persons being counseled of the procedures to report crimes on a voluntary basis for inclusion into the annual crime statistics.

## STATEMENT ON CAMPUS LAW ENFORCEMENT

Samuel Merritt University does not have its own police force, public safety, or security team and it utilizes services with the security team or building management from whom it rents or leases space at each of its campuses.

The security teams have the authority to ask persons for identification and determine whether individuals have lawful business with Samuel Merritt University. This security teams also have the ability to collect reports of incidents. They do not have arrest power. Criminal incidents are referred to the local police who have jurisdiction at the campus. All crime victims and witnesses are strongly encouraged to immediately report the crime to the security team at that campus as well as one of the University officials listed above, including when the victim elects to, or is unable to, report. Prompt reporting will assure timely warning notices and disclosure of statistics.

Police are involved in addressing all criminal activity that occurs on campus. This is stated in multiple policy documents, and a police report number is required on all criminal event incident reports.

In compliance with the statutory requirements that require institutions to adopt and implement written policies and procedures to ensure that reports of violent crimes, hate crimes, or sexual assaults are immediately, or as soon as practically possible, disclosed to local law enforcement (established by AB 1433 (Gatto, 2014), specified in the California Education Code (Ed. Code, § 67383, subd. (a) and Ed. Code, § 67381)) and responded to in sensitive and culturally appropriate manner, the University has initiated MOU's with the police departments in San Mateo, Sacramento, and Oakland. Those police departments have not yet signed the MOUs.



## STATEMENT ON SAFETY AWARENESS AND EDUCATION PROGRAMS FOR STUDENTS AND EMPLOYEES

The University will provide annually safety educational programming to promote the awareness of safety, crime prevention, sexual misconduct and violence, which may include rape, acquaintance rape and other forcible and non-forcible sex offenses, domestic violence, dating violence, sexual assault.

The following are descriptions of awareness programs provided to students and employees on an annual basis:

- // Student Orientation: tips on personal safety, crime prevention, reporting emergencies, Title IX, or awareness of the University alert system;
- // Community Learning Series: programs in the community learning series include education and information on dating/relationship/domestic violence, gender violence, bystander training (helping skills for effective intervention), sexual assault, consent, risk reduction, key health issues or healthy living. In addition, resources are distributed on how to report.
- // Title IX and Safety Training: The university provides online training on Clery, Title IX, and Sexual Harassment as part of its online compliance training. This training is required of all student and all employees annual training.
- // Clery Campus Security Authority (CSA) Training: CSA's have an additional online training module that they complete annually as well.
- // Safety Tips: The Facilities department regularly shares safety tips with the University community.

In addition, such educational programs may also be done at the request of students, by security in an ad hoc program, or because of a campus concern.

## STATEMENT REGARDING CRIMINAL ACTIVITY NON-CAMPUS

The University does not have any officially recognized student organizations with any non-campus locations, but it does lease three (3) apartments for visiting students attending clinical learning at significant distances from the University. The University does not monitor off-campus or non-campus activities of students, faculty and staff. It may respond to behavior of employees and students in an off-campus or non-campus location if it is made aware of such behavior and that behavior violates University policy or is a safety concern.

## STATEMENT ADDRESSING ALCOHOLIC BEVERAGES AND DRUGS

The possession, sale, or the furnishing of alcohol on the University campus is governed by California state law. Samuel Merritt University has been designated as "drug

and alcohol free" and only under certain circumstances is the consumption of alcohol permitted. The possession, sale, manufacture or distribution of any controlled substance is illegal both under state and federal laws. Violators are subject to University disciplinary action, criminal prosecution, fine and imprisonment. It is unlawful to sell, furnish or provide alcohol to a person under the age of 21. The possession of alcohol by anyone under the age of 21 in a public place or place open to public is illegal. It is also a violation of Samuel Merritt University policy for anyone to consume or possess alcohol in any public or private area of campus without prior University approval.

## STATEMENT ADDRESSING SUBSTANCE ABUSE EDUCATION

The University offers substance abuse programs including informational materials, counseling services (through Student Health and Counseling for students and Sutter Employee Assistance Program (EAP) for employees), referrals to diversion programs or long-term treatment, and University disciplinary actions.

## STATEMENT ADDRESSING DISCLOSURES TO ALLEGED VICTIMS OF CRIMES OF VIOLENCE OR NON-FORCIBLE SEX OFFENSES

Samuel Merritt University will simultaneously disclose to the alleged victim of a crime of violence, sexual misconduct/harassment or a non-forcible sex offense, the results of any disciplinary hearing conducted by the University against the member of the University community who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, Samuel Merritt University will provide the results of the disciplinary hearing to the victim's next of kin, if so requested.

## STATEMENT ON CAMPUS SEX OFFENSES

Students, faculty, and staff are required to report sex offenses to the Facilities Manager and the Assistant Vice President for Enrollment and Student Services. As required by the Higher Education Amendments of 1992, the University provides an annual report of campus crime statistics, including all sex offenses. See Campus Security Act of 1990 in the Federal and State Regulatory Policies section.

## STATEMENT ON SEXUAL OFFENDER REGISTRATION

In accordance with the Campus Sex Crimes Prevention Act of 2000, The Jeanne Clery Act and FERPA, Samuel Merritt University is providing a link to the California State Sex Offender Registry. The University is required to inform the campus community that a list of all registered sex offenders is available from the State of California Office of Attorney General at <http://www.meganslaw.ca.gov/>.



## BYSTANDER INTERVENTION AND RISK REDUCTION

Bystander intervention promotes the idea of bystanders (observers, onlookers) intervening safely and effectively to stop a perilous situation, such as a potential sexual violence. An active bystander is an individual who stands up against offensive language and behaviors that may perpetuate sexual violence, and intervene on the behalf of the victim to eliminate the danger and/or provide needed support.

In our continuous endeavor to foster a safe community for students' success, Samuel Merritt University encourages all community members to become active, empowered bystanders who can safely intervene if they witness a situation, or a potential situation in which a friend or stranger may experience inappropriate, harmful, and hurtful acts.

### Active bystander tips:

- Promise yourself that you will speak up and/or take action.
- Attend a bystander intervention training program.
- Develop strategies to safely and effectively intervene as a bystander when you observe or suspect sexual assault, dating violence, domestic violence, or stalking happening around you.
- Ensure your friends leave the party with the same people they came with.
- Ask a friend or acquaintance if they need to be walked home from a party.
- Express concern if your friend has unexplained bruises that may be signs of abuse in his/her/hir/zir relationship.
- Listen, believe, and support someone who discloses a sexual assault, dating violence, domestic violence or experience with stalking or cyber-stalking.
- Learn and share information about the sexual assault community and campus resources and information with your friends.
- Report the incident with or without names.
- Find allies (others who agree with you) and ask for their support.
- If the situation is beyond your control call 911.
- Express discomfort/concern if someone makes sexist comments, homophobic jokes, or catcalls.
- Confront a friend who is planning to hook up with someone who is passed out.

## RISK REDUCTION

With no intent to victim blame and recognizing that only rapists are responsible for rape, the following are some strategies to reduce one's risk of sexual assault or harassment (taken from Rape, Abuse, & Incest National Network, [www.rainn.org](http://www.rainn.org)):

1. **Be aware** of your surroundings. Knowing where you are and who is around you may help you to find a way to get out of a bad situation.
2. **Try to avoid isolated areas.** It is more difficult to get help if no one is around.
3. **Walk with purpose.** Even if you don't know where you are going, act like you do.
4. **Trust your instincts.** If a situation or location feels unsafe or uncomfortable, it probably isn't the best place to be.
5. **Try not to load yourself down** with packages or bags as this can make you appear more vulnerable.
6. **Make sure your cell phone is with you** and charged and that you have cash money.
7. **Don't allow yourself to be isolated** with someone you don't trust or someone you don't know.
8. **Avoid putting music headphones in both ears** so that you can be more aware of your surroundings, especially if you are walking alone.
9. **When you go to a social gathering, go with a group of friends.** Arrive together, check in with each other throughout the evening, and leave together. Knowing where you are and who is around you may help you to find out a way out of a bad situation.
10. **Trust your instincts.** If you feel unsafe in any situation, go with your gut. If you see something suspicious, contact law enforcement immediately (local authorities can be reached by calling 911 in most areas of the U.S.).
11. **Don't leave your drink unattended** while talking, dancing, using the restroom, or making a phone call. If you've left your drink alone, just get a new one.
12. **Don't accept drinks from people you don't know or trust.** If you choose to accept a drink, go with the person to the bar to order it, watch it being poured, and carry it yourself. At parties, don't drink from the punch bowls or other large, common open containers.
13. **Watch out for your friends, and vice versa.** If a friend seems out of it, is way too intoxicated for the amount of alcohol they've had, or is acting out of character, get him or her to a safe place immediately.
14. **If you suspect you or a friend has been drugged, contact a law enforcement immediately (local authorities can be reached by calling 911 in most areas of the US).** Be explicit with doctors so they can give you the correct tests (you will need a urine test and possibly others).

15. If you need to get out of an uncomfortable or scary situation here are some things that you can try:

- a. **Remember that being in this situation is not your fault.** You did not do anything wrong, it is the person who is making you uncomfortable that is to blame.
- b. **Be true to yourself.** Don't feel obligated to do anything you don't want to do. "I don't want to" is always a good enough reason. Do what feels right to you and what you are comfortable with.
- c. **Have a code word with your friends or family** so that if you don't feel comfortable you can call them and communicate your discomfort without the person you are with knowing. Your friends or family can then come to get you or make up an excuse for you to leave.
- d. **Lie.** If you don't want to hurt the person's feelings it is better to lie and make up a reason for you to leave than to stay and be uncomfortable, scared, or worse. Some excuses you could use are: needing to take care of a friend or family member, not feeling well, having somewhere else you need to be, etc.
- e. **Try to think of an escape route.** How would you try to get out of the room? Where are the doors? Windows? Are there people around who might be able to help you? Is there an emergency phone nearby?
- f. **If you and/or the other person have been drinking,** you can say that you would rather wait until both of you have your full judgment before doing anything you may regret later.

Wellness programming from the Student Health and Counseling (SHAC) center incorporates Active Bystander education. Additional resources are available at the SHAC or in the Office of Student Services.

## DRUG FREE SCHOOLS AND COMMUNITIES ACT OF 1989

The Drug Free Schools and Communities Act Amendment of 1989 requires all colleges and universities to distribute information about alcohol and substance abuse to their students.

Any Samuel Merritt University student who violates University alcohol and substance abuse policies is subject to disciplinary action up to and including suspension or expulsion from the University. Nursing students convicted of the possession or sale of illegal drugs may be denied licensure by the Board of Registered Nursing and physical therapy students by the Board of Medical Quality Assurance. The California Board of Registered Nursing defines use of illegal substances as "...unfitness to perform nursing functions in a manner consistent with the public health,

safety, or welfare" (California Administrative Code, Section 1444). Physical therapy licenses may be suspended or revoked for "habitual intemperance" and "addiction to the excessive use of any habit-forming drug" (Board of Medical Quality Assurance). Occupational therapists are registered at the national level by the National Board for Certification in Occupational Therapy and licensed within the state of California. Occupational therapy students who are convicted of the possession or sale of illegal drugs may be denied the opportunity to sit for the national certification examination, which means they would not become registered occupational therapists. Occupational therapy licenses may be denied, suspended or revoked for these offenses.

If you have personal concerns about the abuse of tobacco, alcohol, and drugs, we encourage you to make a confidential appointment to see our counselor 510.869.6629. There is no charge for these services. The Assistant Vice President of Enrollment and Student Services 510.869.6627 is available to talk confidentially with any student about concerns and to make referrals as appropriate. Under the comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 and Drug Abuse Office and Treatment Act of 1979, patient confidentiality is protected.

## POLICY ADDRESSING SUBSTANCE ABUSE EDUCATION

The University offers a limited number of substance abuse programs including informational materials, counseling services (through Counseling and Wellness Services for students and Sutter Employee Assistance Program (EAP) for employees), referrals to diversion programs or long-term treatment, and university disciplinary actions.

## RESOURCES AND REFERRALS ON CAMPUS

### Counseling and support groups

Samuel Merritt University Counseling Services 510.869.6629

Assistant Vice President of Enrollment and Student Services 510.869.6627

## RESOURCES AND REFERRALS IN THE COMMUNITY

### Twelve-Step Programs

- Alcoholics Anonymous 510.839.8900
- Cocaine Anonymous, Marijuana Anonymous, Narcotics Anonymous, Al-Anon (for friends and family members)—510.276.2270
- Alameda County Alcohol and Drug Abuse Services 510.268.2525
- Alcoholism and Drug Abuse Council of Contra Costa County 510.932.8100
- National Council on Alcoholism 415.296.9900

## DRUG FREE WORKPLACE POLICY

In compliance with federal regulations, Samuel Merritt University reaffirms its policy that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited on the University campus and its learning environments, including clinical agencies and in any of its activities. An employee or student found to be engaged in any of the foregoing activities may be required to participate in a drug-abuse assistance or rehabilitation program and is subject to disciplinary action, up to and including notification of any appropriate licensing agency and employee termination or student dismissal.

Drug abuse has no place in the learning environment or in client-care settings. Drug counseling, rehabilitation, and assistance are available to employees and students through Alta Bates Summit Medical Center's MPI behavioral services. The University encourages students and employees to seek counseling privately or through MPI. Except as required by the regulation, strictest confidence will be observed.

## FEDERAL, STATE AND LOCAL SANCTIONS ABOUT ALCOHOL AND OTHER DRUGS

The following information about alcohol and other drugs, sanctions, and their effects is provided by the United States Department of Education and the Western Center for Drug-Free Schools and Communities/Northwest Regional Educational Laboratory.

### TOBACCO

Every person, firm, or corporation which knowingly sells or gives or in any way furnishes to another person who is under the age of 18 years any tobacco, cigarette, or cigarette papers, or any other preparation of tobacco, or any other instrument or paraphernalia that is designed for the smoking or ingesting of tobacco, products prepared from tobacco, or any controlled substance, is guilty of a misdemeanor. (Penal Code 308)

### ALCOHOL

Every person who sells, furnishes, gives, or causes to be sold, furnished, or given away, any alcoholic beverage to any person under the age of 21 is guilty of a misdemeanor. (Business and Professional Code 25658[a])

Any person under the age of 21 who purchases any alcoholic beverage, or any person under the age of 21 years who consumes any alcoholic beverages in any on-sale premises, is guilty of a misdemeanor. (Business and Professional Code 25658 [b])

Any person under the age of 21 years who has any alcoholic beverage in his possession on any street or highway or in any public place or in any place open to the public is guilty of a misdemeanor. This section does not apply to possession by a person under the age of 21 years making a delivery of

an alcoholic beverage in pursuance of the order of his parent or in pursuance of his employment. (Business and Professional Code 25662)

It is unlawful for a person under the age of 18 years who has 0.05 percent or more, by weight, of alcohol in his or her blood to drive a vehicle. (California Vehicle Code 23140[a])

It is unlawful for any person, while under the influence of an alcoholic beverage or any drug, or under the combined influence of an alcoholic beverage and any drug, to drive a vehicle and, when so driving, do any act forbidden by law or neglect any duty imposed by law in the driving of the vehicle, which act or neglect proximately causes death or bodily injury to any person other than the driver. (California Vehicle Code 28258[a])

It is unlawful for any person, while having 0.08 percent or more, by weight, of alcohol in his or her blood to drive a vehicle and, when so driving, do any act forbidden by law or neglect any duty imposed by law in the driving of the vehicle, which act or neglect proximately causes death or bodily injury to any person other than the driver. (California Vehicle Code 25158[b])

No person shall drink any alcoholic beverage while driving a vehicle upon any highway. Every person who possesses, while driving a motor vehicle upon a highway, not more than one avoirdupois ounce of marijuana other than concentrated cannabis, is guilty of a misdemeanor and shall be punished by a fine of not more than one hundred dollars (\$100). (California Vehicle Code 23220 and 23222[b])

It is unlawful for the registered owner of any motor vehicle, or the driver if the registered owner is not then present in the vehicle, to keep in a motor vehicle, when the vehicle is upon any highway, any bottle, can or other receptacle containing any alcoholic beverage which has been opened, or a seal broken, or the content of which have been partially removed, unless the container is kept in the trunk of the vehicle, or kept in some other area of the vehicle not normally occupied by the driver or passengers, if the vehicle is not equipped with a trunk. A utility compartment or glove compartment shall be deemed to be within the area occupied by the driver and passengers. (California Vehicle Code 23225)

No person under the age of 21 shall knowingly drive any motor vehicle carrying any alcoholic beverage, unless the person is accompanied by a parent or legal guardian or is employed by a licensee under the Alcoholic Beverage Control Act, and is driving the motor vehicle during regular hours and in the course of the person's employment. (California Vehicle Code 23224e)

No passenger in any motor vehicle who is under the age of 21 years shall knowingly possess or have under that person's control any alcoholic beverage, unless the passenger is accompanied by a parent or legal guardian or is employed by a licensee under the Alcoholic Beverage Control Act, and the possession or control is during regular hours and in the course of the passenger's employment. (California Vehicle Code 23224[b])

If the vehicle used in any violation of the two preceding subdivisions is registered to an offender who is under the age of 21 years, the vehicle may be impounded at the owner's expense for not less than one day nor more than 30 days for each violation. (California Vehicle Code 23224[c])

The driver's license of any person under 21 years of age convicted of a violation of this sanction shall also be suspended for not less than 15 days nor more than 30 days. (California Vehicle Code 23224[d])

### **Liability**

A cause of action may be brought by or on behalf of any person who has suffered injury or death against any person licensed or required to be licensed, or any person authorized by the federal government to sell alcoholic beverages on a military base or other federal enclave, who sells, furnishes, gives or causes to be sold, furnished or given away any alcoholic beverage to any obviously intoxicated minor where the furnishing, sale or giving of that beverage to the minor is the proximate cause of the personal injury or death sustained by that person. (Business and Professional Code 25602.1)

### **False Identification**

Any person under the age of 21 years who presents or offers to any licensee, his agent or employee, any written, printed or photostatic evidence of age and identity which is false, fraudulent or not actually his own for the purpose of ordering, purchasing, attempting to purchase or otherwise procuring or attempting to procure, the serving of any alcoholic beverage, or who has in his possession any false or fraudulent written, printed, or photostatic evidence of age and identity, is guilty of a misdemeanor and shall be punished by a fine of at least two hundred dollars (\$200), no part of which shall be suspended. (Business and Professional Code 25661)

Any person who sells, gives, or furnishes to any person under the age of 21 years any false or fraudulent written, printed, or photostatic evidence of the majority and identity of such person or who sells, gives, or furnishes to any person under the age of 21 years evidence of majority and identification of any other person is guilty of a misdemeanor. (Business and Professional Code 25660.5)

### **Alcohol and Drug Education for Offenders**

Any person found to have committed a violation of driving under the influence shall be required to participate in the alcohol education program. The court shall require the minor to participate in an alcohol education program or a community service program which provides an alcohol education component unless the court finds that the minor, or the minor's parent or parents, is unable to pay required fees for the program, there is no appropriate program located in the county, or other specific circumstances justify failure to impose this requirement. (California Vehicle Code 23141)

If the court finds it just and reasonable, the court may order the parent or parents of a minor who is ordered to participate in an alcohol education program or a community service program which provides an alcohol education component pursuant to this article, to pay the required fees for the program. (California Vehicle Code 23143)

## **MARIJUANA**

### **Possession**

Every person who possesses any concentrated cannabis shall be punished by imprisonment in the county jail for a period of not more than one year or by a fine of not more than five hundred dollars (\$500), or by both such fine and imprisonment, or shall be punished by imprisonment in the state prison. (Health and Safety Code 11357[a])

Every person who possesses not more than 28.5 grams of marijuana, other than concentrated cannabis, is guilty of a misdemeanor and shall be punished by a fine of not more than one hundred dollars (\$100). (Health and Safety Code 11357[a])

Every person who possess more than 28.5 grams of marijuana, other than concentrated cannabis, shall be punished by imprisonment in the county jail for a period of not more than six months or by a fine of not more than five hundred dollars (\$500), or by both such fine and imprisonment. (Health and Safety Code 11357[c])

Every person who possess for sale any marijuana except as otherwise provided by law, shall be punished by imprisonment in the state prison. (Health and Safety Code 11359)

### **Transportation**

Every person who transports, imports into this state, sells, furnishes, administers, or gives away, or offers to transport, import into this state, sell, furnish, administer, or give away, or attempts to import into this state or transport any marijuana shall be punished by imprisonment in the state prison for a period for two, three, or four years. (Health and Safety Code 11360[a])

Every person who gives away, offers to give away, transports, offers to transport, or attempts to transport not more than 28.5 grams of marijuana, other than concentrated cannabis, is guilty of a misdemeanor and shall be punished by a fine of not more than one hundred dollars (\$100). (Health and Safety Code 11360[b])

## **PEYOTE**

Every person who plants, cultivates, harvests, dries, or plants the genus *Lophophora*, also known as peyote, or any part thereof shall be punished by imprisonment in the county jail for a period of not more than one year in the state prison. (Health and Safety Code 11363)

## **INHALANTS**

### **Sale**

Every person who sells, dispenses or distributes toluene, or substance or material containing toluene, to any person who is less than 18 years of age shall be guilty of a misdemeanor, and upon conviction shall be fined a sum of not less than one thousand dollars (\$1,000), nor more than two thousand five hundred (\$2,500), or by imprisonment for not less than six months nor more than one year. (Penal Code 380[a])

The provisions of this section (inhalants) shall apply to, but are not limited to, the sale or distribution of glue, cement, dope, paint thinners, paint, and any combination of hydrocarbons either alone or in combination with any substance or material including, but not limited to paint, paint thinners, shellac thinners, and solvents, which when inhaled, ingested or breathed, can cause a person to be under the influence of, or intoxicated from, any such combination of hydrocarbons.

This section (inhalants) shall not apply to any glue or cement which has been certified by the State Department of Health Services as containing a substance which makes such glue or cement malodorous or causes such glue or cement to induce sneezing, nor shall this section apply where the glue or cement is sold, delivered, or given away simultaneously with or as a part of a kit used for the construction of model airplanes, model boats, model automobiles, model trains, or other similar models used for the assembly or creation of hobby craft items, using such components as beads, tiles, Tiffany glass, ceramics, clay, or other craft-related components. (Penal Code 380[d])

### **Inhaling**

Any person who possesses toluene or any substance or material containing toluene, including, but not limited to, glue, cement, dope, paint thinner, paint and any combination of hydrocarbons, either alone or in combination with any substance or material including but not limited to paint, paint thinner, shellac thinner and solvents, with the intent to breathe, inhale or ingest for the purpose of causing a condition of intoxication, elation, euphoria, dizziness, stupefaction, or dulling of the senses or for the purpose of, in any manner, changing, distorting or disturbing the audio, visual or mental processes, or who knowingly and with the intent to do so is under the influence of toluene or any material containing toluene, or any combination of hydrocarbons is guilty of a misdemeanor. (Penal Code 381[a])

### **Nitrous Oxide**

Any person who possesses nitrous oxide or any substance containing nitrous oxide, with the intent to breathe, inhale, or ingest for the purpose of causing a condition of intoxication, elation, euphoria, dizziness, stupefaction, or dulling of the senses or for the purpose of, in any manner, changing, distorting, or disturbing the audio, visual, or mental processes, or who knowingly and with the intent to do so is under the influence of nitrous oxide or any material containing nitrous oxide is guilty of a misdemeanor. This section shall not apply to any person who is under the influence of nitrous oxide or any material containing nitrous oxide pursuant to an administration for the purpose of medical, surgical, or dental care by a person duly licensed to administer such an agent. (Penal Code 381[b])

## **NARCOTICS AND DANGEROUS DRUGS**

### **Possession**

Every person who possesses any controlled substance, unless upon the written prescription of a physician, dentist, podiatrist, or veterinarian licensed to practice in this state, shall be punished by imprisonment in the state prison. (Health and Safety Code 11350[a])

Every person who possesses for sale any controlled substance shall be punished by imprisonment in the state prison for two, three, or four years. (Health and Safety Code 11351)

### **Providing**

Every person who transports, imports into this state, sells, furnishes, administers, or gives away, or offers to transport, import into this state, sell, furnish, administer, or give away, or attempts to import into this state or transport any controlled substance, unless upon the written prescription of a physician, dentist, podiatrist, or veterinarian licensed to practice in the state, shall be punished by imprisonment in the state prison for three, four, or five years. (Health and Safety Code 11352)

Every person who agrees, consents, or in any manner offers to unlawfully sell, furnish, transport, administer, or give any controlled substance, or who offers, arranges, or negotiates to have any such controlled substance unlawfully sold, delivered, transported, furnished, administered, or given to any person and who then sells, delivers, furnishes, transports, administers, or gives, offers, arranges, or negotiates to have sold, delivered, transported, furnished, administered, or given to any person any other liquid substance, or materials in lieu of any such controlled substance shall be punished by imprisonment in the county jail for not more than one year, or in the state prison. (Health and Safety Code 11355)

### **Driving**

It is unlawful for any person who is addicted to the use of any drug to drive a vehicle. The section (driving) shall not apply to a person who is participating in a methadone maintenance treatment program. (California Vehicle Code 23152[c])

## **DRUG PARAPHERNALIA**

It is unlawful to possess an opium pipe or any device, contrivance, instrument, or paraphernalia used for unlawfully injecting or smoking a controlled substance. (Health and Safety Code 11364)

It is a misdemeanor for any person to deliver, furnish, or transfer, or to possess with intent to deliver, furnish, or transfer, or to manufacture with intent to deliver, furnish, or transfer, drug paraphernalia, knowing, or under circumstances where one reasonably should know, that it will be used to plant, propagate, cultivate, grow, harvest, manufacture, compound, convert, produce, process, prepare, test, analyze, repack, store, contain, conceal, inject, ingest, inhale, or otherwise introduce into the human body a controlled substance in violation of this division. (Health and Safety Code 11364.7[a])



Any person 18 years of age or over who violates the foregoing subdivision by delivering, furnishing, or transferring drug paraphernalia to a person under 18 years of age who is at least three years his or her junior is guilty of a misdemeanor and upon conviction may be imprisoned for not more than one year, fined not more than one thousand dollars (\$1,000) or by both. (Health and Safety Code 11364. 7[b])

## PRESENCE WHERE DRUGS ARE BEING USED

It is unlawful to visit or to be in any room or place where any controlled substances, or which narcotic drugs, are being unlawfully smoked or used with knowledge that such activity is occurring. (Health and Safety Code 11365)

## DISORDERLY CONDUCT

Every person who commits the following act is guilty of disorderly conduct, a misdemeanor:

Who is found in any public place under the influence of intoxicating liquor, any drug, controlled substance, toluene, or any combination of any intoxicating liquor, drug, controlled substance, or toluene, in such a condition that he or she is unable to exercise care for his or her own safety or the safety of others, or by reason of his or her being under the influence of intoxicating liquor, any drug, controlled substance, toluene, or any combination of any intoxicating liquor, drug, or toluene, interferes with or obstructs or prevents the free use of any street, sidewalk, or other public way. (Penal Code 647[f])

## IMITATIONS

Any person who knowingly manufactures, distributes, or possesses with intent to distribute, an imitation controlled substance is guilty of a misdemeanor and shall, if convicted, be subject to imprisonment for not more than six months in the county jail or a fine of not more than one thousand dollars (\$1,000), or both such imprisonment and fine. (Health and Safety Code 11680)

## POSSESSION OF DRUGS WITHOUT A PRESCRIPTION

No person shall have in possession any controlled substance, except that furnished to such person upon the prescription of a physician, dentist, podiatrist, or veterinarian. (Business and Professional Code 4230)

## PROVIDING TO ATHLETES

Any coach, trainer, or other person acting in an official or nonofficial capacity as an adult supervisor for an athletic team consisting of minors under the age of 18 who sells, gives, or otherwise furnishes to any member of that team a diuretic, diet pill, or laxative with the intent that it be consumed, injected, or administered for any nonmedical purpose such as loss of weight or altering the body in any way related to participation on the team or league, is guilty of a misdemeanor. (Penal Code 310.2[a])

## LOCAL SANCTIONS (OAKLAND)

Two Oakland Code provisions relate to drugs and alcohol. First, the Oakland Traffic Code provides:

It shall be unlawful for any person who is under the influence of intoxicating liquor or narcotic drugs to be in or about any vehicle to which he has right of access or control while such vehicle is in or upon any street or any other public place in the City of Oakland, unless the same is under the immediate control or operation of a person not under the influence of intoxicating liquor or narcotic drugs. (Oakland Traffic Code Section 109)

A first conviction for an infraction of Section 109 results in a fine not exceeding \$50.00. A second conviction within one year results in a fine not exceeding \$100.00, and a third or subsequent conviction within one year results in a fine not exceeding \$250.00.

Second, the Oakland Municipal Code states—

No person shall drink or have in his possession an open container of any alcoholic beverage:

- 1) on any public street, sidewalk, or other public way;
- 2) within fifty (50) feet of any public way while on private property open to public view without the express permission of the owner, or his agent, or the person in lawful possession thereof. (Oakland Municipal Code Section 3-4.21)

The penalty for violating this section is imprisonment in the county jail for not more than six months, a fine not more than \$500.00, or both.

## SPECIFIC DRUGS AND THEIR EFFECTS

### TOBACCO

The smoking of tobacco products is the chief avoidable cause of death in our society. Smokers are more likely than nonsmokers to contract heart disease—some 170,000 die each year from smoking-related coronary heart disease. Lung, larynx, esophageal, bladder, pancreatic, and kidney cancers also strike smokers at increased rates. Some 20 percent of cancer deaths (130,000 per year) are linked to smoking. Chronic obstructive lung diseases such as emphysema and chronic bronchitis are ten times more likely to occur among smokers than among nonsmokers.

Smoking during pregnancy also poses serious risks. Spontaneous abortion, preterm birth, low birth weights, and fetal and infant death are all more likely to occur when the pregnant woman/mother is a smoker.

Cigarette smoke contains some 4,000 chemicals, several of which are known carcinogens. Other toxins and irritants found in smoke can produce eye, nose, and throat irritations. Carbon monoxide, another component of cigarette smoke,



combines with hemoglobin in the blood stream to form carboxyhemoglobin, a substance that interferes with the body's ability to obtain and use oxygen.

Perhaps the most dangerous substance in tobacco smoke is nicotine. Although it is implicated in the onset of heart attacks and cancer, its most dangerous role is reinforcing and strengthening the desire to smoke. Because nicotine is highly addictive, addicts find it very difficult to stop smoking. Of 1,000 typical smokers, fewer than 20 percent succeed in stopping on the first try.

Although the harmful effects of smoking cannot be questioned, people who quit can make significant strides in repairing damage done by smoking. For pack-a-day smokers, the risk of heart attack dissipates after ten years. The likelihood of contracting lung cancer as a result of smoking can also be greatly reduced by quitting.

## ALCOHOL

Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spouse and child abuse. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition can also lead to permanent damage to vital organs such as the brain and the liver.

Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at a greater risk than other youngsters of becoming alcoholics.

## CANNABIS

All forms of cannabis have negative physical and mental effects. Several regularly observed physical effects of cannabis are a substantial increase in the heart rate, blood-shot eyes, a dry mouth and throat, and increased appetite.

Use of cannabis may impair or reduce short-term memory and comprehension, alter sense of time, and reduce ability to perform tasks requiring concentration and coordination, such as driving a car. Research also shows that students do not retain knowledge when they are "high." Motivation and cognition may be altered, making the acquisition of new information difficult. Marijuana can also produce paranoia and psychosis.

Because users often inhale the unfiltered smoke deeply and then hold it in their lungs as long as possible, marijuana is damaging to the lungs and pulmonary system. Marijuana smoke contains more cancer-causing agents than tobacco smoke.

## COCAINE

Cocaine stimulates the nervous system. Its immediate effects include dilated pupils and elevated blood pressure, heart rate, respiratory rate and body temperature. Occasional use can cause a stuffy or runny nose, while chronic use can ulcerate the mucous membrane of the nose. Injecting cocaine with contaminated equipment can cause AIDS, hepatitis, and other diseases. Preparation of freebase, which involves the use of volatile solvents, can result in death or injury from fire or explosion. Cocaine can produce psychological and physical dependency, a feeling that the user cannot function without the drug. In addition, tolerance develops rapidly.

Crack or freebase rock is extremely addictive, and its effects are felt within ten seconds. The physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, tactile hallucinations, paranoia, and seizures.

The use of cocaine can cause death by cardiac arrest or respiratory failure.

## OTHER STIMULANTS

Stimulants can cause increased heart and respiratory rates, elevated blood pressure, dilated pupils, and decreased appetite. In addition, users may experience sweating, headache, blurred vision, dizziness, sleeplessness, and anxiety. Extremely high doses can cause a rapid or irregular heartbeat, tremors, loss of coordination and even physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, very high fever, or heart failure.

In addition to the physical effects, users report feeling restless, anxious, and moody. Higher doses intensify the effects. Persons who use large amounts of amphetamines over a long period of time can develop an amphetamine psychosis that includes hallucinations, delusions, and paranoia. These symptoms usually disappear when drug use ceases.

## DEPRESSANTS

The effects of depressants are in many ways similar to the effects of alcohol. Small amounts can produce calmness and relaxed muscles, but somewhat larger doses can cause slurred speech, staggering gait, and altered perceptions. Very large doses can cause respiratory depression, coma, and death. The combination of depressants and alcohol can multiply the effects of the drugs, thereby multiplying the risks.

The use of depressants can cause both physical and psychological dependence. Regular use over time may result in a tolerance to the drugs, leading the user to increase the quantity consumed. When regular users suddenly stop taking large doses, they may develop withdrawal symptoms ranging from restlessness, insomnia, and anxiety to convulsions and death.

Babies born to mothers who abuse depressants during pregnancy may be physically dependent on the drugs and show withdrawal symptoms shortly after they are born. Birth defects and behavioral problems also may result.

## HALLUCINOGENS

Phencyclidine (PCP) interrupts the functions of the neocortex, the section of the brain that controls the intellect and keeps instincts in check. Because the drug blocks pain receptors, violent PCP episodes may result in self-inflicted injuries.

The effects of PCP vary, but users frequently report a sense of distance and estrangement. Time and body movement are slowed down. Muscular coordination worsens and senses are dulled. Speech is blocked and incoherent. Chronic users of PCP report persistent memory problems and speech difficulties. Some of these effects may last six months to a year following prolonged daily use. Mood disorders—depression, anxiety, and violent behavior—also occur. In later stages of chronic use, users often exhibit paranoid and violent behavior and experience hallucinations. Large doses may produce convulsions and coma, as well as heart and lung failure.

Lysergic acid (LSD), mescaline, and psilocybin cause illusions and hallucinations. The physical effects may include dilated pupils, elevated body temperature, increased heart rate and blood pressure, loss of appetite, sleeplessness, and tremors.

Sensations and feelings may change rapidly. It is common to have a bad psychological reaction to LSD, mescaline, and psilocybin. The user may experience panic, confusion, suspicion, anxiety and loss of control. Delayed effects, or flashbacks, may occur even after use has ceased.

## NARCOTICS

Narcotics initially produce a feeling of euphoria that often is followed by drowsiness, nausea, and vomiting. Users also may experience constricted pupils, watery eyes, and itching. An overdose may produce slow and shallow breathing, clammy skin, convulsions, coma, and possible death.

Tolerance to narcotics develops rapidly and dependence is likely. The use of contaminated syringes may result in disease such as AIDS, endocarditis, and hepatitis. Addiction in pregnant women can lead to premature, stillborn, or addicted infants who experience severe withdrawal symptoms.

## DESIGNER DRUGS

Illegal drugs are defined in terms of their chemical formulas. To circumvent these legal restrictions, underground chemists modify the molecular structure of certain illegal drugs to produce analogs known as designer drugs. These drugs can be several hundred times stronger than the drugs they are designed to imitate.

Many of the so-called designer drugs are related to amphetamines and have mild stimulant properties but are mostly euphoricants. They can produce severe neurochemical damage to the brain.

The narcotic analogs can cause symptoms such as those seen in Parkinson's disease: uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage. Analogs of amphetamines and methamphetamines cause nausea, blurred vision, chills or sweating, and faintness. Psychological effects include anxiety, depression, and paranoia. As little as one dose can cause brain damage. The analogs of phencyclidine cause illusions, hallucinations, and impaired perception.

## ANABOLIC STEROIDS

Anabolic steroids are a group of powerful compounds closely related to the male sex hormone testosterone. Developed in the 1930s, steroids are seldom prescribed by physicians today. Current legitimate medical uses are limited to certain kinds of anemia, severe burns, and some types of breast cancer.

Taken in combination with a program of muscle-building exercise and diet, steroids may contribute to increases in body weight and muscular strength. Because of these properties, athletes in a variety of sports have used steroids since the 1950s, hoping to enhance performance. Today, they are being joined by increasing numbers of young people seeking to accelerate their physical development.

Steroid users subject themselves to more than 70 side effects, ranging in severity from liver cancer to acne and including psychological as well as physical reactions. The liver and the cardiovascular and reproductive systems are most seriously affected by steroid use. In males, use can cause withered testicles, sterility, and impotence. In females, irreversible masculine traits can develop along with breast reduction and sterility. Psychological effects in both sexes include very aggressive behavior known as "roid rage" and depression. While some side effects appear quickly, others such as heart attacks and strokes, may not show up for years.

Signs of steroid use include quick weight and muscle gains (if steroids are being used in conjunction with a weight-training program); behavior changes, particularly increased aggressiveness and combativeness; jaundice; purple or red spots on the body; swelling of feet or lower legs; trembling; unexplained darkening of the skin; and persistent unpleasant breath odor. Steroids are produced in tablet or capsule form for oral ingestion, or as a liquid for intramuscular injection.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)**

### **WHAT IS FERPA?**

The *Family Educational Rights and Privacy Act of 1974* helps protect the privacy of student education records. The Act provides eligible students the right to inspect and review education records, the right to seek to amend those records and to limit disclosure of information from the records. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of education records. The Act applies to all institutions that are the recipients of federal aid administered by the Secretary of Education.

### **WHAT RIGHTS DOES FERPA AFFORD STUDENTS WITH RESPECT TO THEIR EDUCATION RECORDS?**

- // The right to inspect and review their education records within 45 days of the day the University receives a request for access.
- // Students should submit written requests to the Office of the Registrar and identify the record(s) they wish to inspect. The staff of the office will make arrangements for access and notify the student of the time and place where the records may be inspected. If the requested records are not maintained in the Office of the Registrar, the student will be notified of the correct official to whom the request should be addressed.
- // The right to request an amendment to the student's education records that the student believes are inaccurate or misleading.
- // Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the Office of the Registrar or the specific office involved with the record in question (e. g. a department office regarding a grade), clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
- // If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing will be provided to the student when notified of the hearing.

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

// One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is: a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

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

**Family Policy Compliance Office  
US Department of Education  
400 Maryland Ave., SW  
Washington DC 20202-5901**

### **WHO IS PROTECTED UNDER FERPA?**

FERPA protects the education records of students who are currently enrolled or formerly enrolled regardless of their age or status with regard to parental dependency. The education records of students who have applied to but have not attended an institution are not subject to FERPA guidelines, nor are deceased students.

### **WHAT ARE EDUCATION RECORDS?**

With certain exceptions (noted below), an education record is any record (1) which contains information that is personally identifiable to a student, and (2) is maintained by the University. With the exception of information about other students, financial records of parents and confidential letters of reference to which the student has waived access, a student has the right of access to his or her education records.

Education records include any records in whatever medium (handwritten, print, email, magnetic tape, film, diskette, etc.) that are in the possession of any school official. This includes transcripts or other records obtained from a school in which a student was previously enrolled.

## WHAT INFORMATION IS NOT CONSIDERED PART OF AN EDUCATION RECORD?

- // Sole possession records or private notes held by school officials that are not accessible or released to other personnel.
- // Law enforcement or campus security records that are solely for law enforcement purposes and maintained solely by the law enforcement unit.
- // Records relating to individuals who are employed by the institution (unless contingent upon attendance).
- // Records relating to treatment provided by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional and disclosed only to individuals providing treatment.
- // Records of an institution that contain only information about an individual obtained after that person is no longer a student at that institution, i.e., alumni records.

## WHAT IS DIRECTORY INFORMATION?

Institutions may disclose information about a student without violating FERPA if it has designated that information as "directory information." At Samuel Merritt University this includes a student's:

- // Name
- // Field of study
- // Dates of attendance
- // Current enrollment status (full-time/part-time)
- // Receipt or non-receipt of a degree

## WHO MAY HAVE ACCESS TO STUDENT INFORMATION?

- // The student and any outside party who has the student's written request.
- // School officials (as defined by the University) who have "legitimate educational interests."
- // A person in response to a lawfully issued subpoena or court order, as long as the University makes a reasonable attempt to notify the student first.

## WHEN IS THE STUDENT'S CONSENT NOT REQUIRED TO DISCLOSE INFORMATION?

When the disclosure is (one or more of the following):

- // To school officials (defined in policy) who have a legitimate educational interest.
- // To federal, state and local authorities involving an audit or evaluation of compliance with educational programs.
- // In connection with financial aid; this includes Veterans' benefits.
- // To organizations conducting studies for or on behalf of educational institutions.
- // To accrediting organizations.
- // To comply with a judicial order or subpoena.
- // In a health or safety emergency.
- // Releasing directory information.
- // Releasing the results of a disciplinary hearing to an alleged victim of a crime of violence.

## STUDENT'S RIGHT TO KNOW ACT OF 1990

Undergraduate student retention to graduation in the BSN program is as follows:

### Student Right to Know Act of 1990 Four-, Five-, and Six-Year Rates by Year of Entry

#### UNDERGRADUATE COHORT GRADUATION RATES

These data are for:  
Entering cohorts in an academic year

	Class Size	Percent Graduating Within		
Year of Entry	Cohort	4 years or less	5 years	6 years
1981–1982	150	71%	71%	78%
1982–1983	99	58%	58%	68%
1983–1984	112	51%	51%	59%
1984–1985	90	67%	67%	76%
1985–1986	89	51%	51%	61%
1986–1987	44	57%	57%	59%
1987–1988	44	68%	68%	75%
1988–1989	71	63%	63%	72%
1989–1990	89	78%	78%	80%
1990–1991	123	87%	87%	87%
1991–1992	126	85%	85%	85%
1992–1993	135	87%	87%	89%
1993–1994	130	89%	89%	90%
1994–1995	133	86%	86%	86%
1995–1996	125	78%	78%	81%
1996–1997	105	85%	85%	90%
1997–1998	95	72%	72%	80%
1998–1999	87	89%	89%	89%
1999–2000	81	84%	84%	85%
2000–2001	80	88%	89%	89%
2001–2002	75	76%	76%	77%
2002–2003	123	80%	80%	80%
2003–2004	126	77%	77%	N/A
2004–2005	179	87%	N/A	N/A

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Help Desk (IT)	869.6836
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